DOCUMENT RESUME

ED 215 966 SP 020 015

AUTHOR Weiler, Patricia J., Ed.; And Others
TITLE Look to the Center. Conference Proceedings of the National Teacher Center Directors Conference (4th, February 10-12, 1982, Washington, DC).
INSTITUTION American Federation of Teachers, Washington, D.C. Teacher Center Resource Exchange.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Mar 82
CONTRACT 300810062
NOTE 158p.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Economic Change; Educational Research; *Educational Trends; *Futures (of Society); Information Networks; *Inservice Teacher Education; Linking Agents; *Program Development; State Aid; Teacher Associations; *Teacher Centers; Teacher Education; Teacher Improvement

ABSTRACT

The fourth annual National Teacher Center Directors Conference, the proceedings of which are reported in this document, called for discussion on: (1) institutionalizing teacher-centered inservice education; (2) expanding the support base for teacher centers; (3) synthesizing the teacher center experience; (4) linking teacher center products with national dissemination systems; (5) improving staff development programs; (6) state leadership roles in inservice education; (7) implications of educational trends for teacher centers; and (8) how key constituent groups view teacher centers. Speakers at the conference's five general sessions, which are reported on in this document, represented the U.S. Department of Education, National Education Association, American Federation of Teachers, American Association of Colleges for Teacher Education, National School Boards Association, Oxford Public Schools (Massachusetts), Albuquerque Public Schools (New Mexico), Hernando County Schools (Florida), and Western Nebraska Rural Teacher Center. Overviews of 14 workshop sessions present brief summaries of discussions on topics including teacher centers, collaborative research, professional development, networking, urban and rural education, parent and teacher cooperation, and education for the handicapped. (JD)

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National Teacher Center Directors Conference

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CONFERENCE PROCEEDINGS

National Teacher Center Directors Conference

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The work upon which this publication is based was performed pursuant to Contract No. 300810062 of the U.S. Department of Education. It does not, however, necessarily reflect the views of that agency.

THIS PUBLICATION WAS MADE POSSIBLE BY:

- the support given by the national staff of the American Federation of Teachers, especially by Marilyn Rauth, Director of the AFT Educational Issues Department
- the leadership of Dr. Allen Schmieder who coordinated the no-cost extension of the AFT Teacher Center Resource Exchange and encouraged the editor to publish these proceedings
- the skill of Linda Ramsey who spent long and tedious hours preparing the manuscript for print and created a work of art from lines and letters
- the Cluster Coordinators and other teacher center leaders who carefully documented their unique inservice programs to assist teachers in planning for the present and the future
- the Conference Consultants who arranged time in their schedules to edit their papers for final publication.

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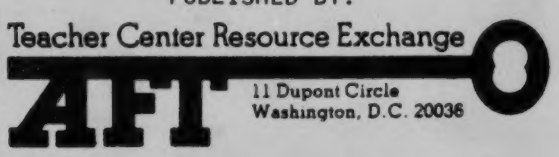

March, 1982

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ALBERT SHANKER
President

The 1982 National Teacher Center Directors Conference marked both the culmination of a unique chapter in the history of teacher education and the beginning of what I hope can be an equally creative new one.

The federally funded teacher centers program had a brief but extremely exciting and productive four-year life span. Through the efforts of teacher center leaders, and with the support of federal funds, teachers across the United States have had the opportunity to learn with and from their colleagues by participating in teacher-to-teacher assistance programs designed to confront their problems and meet their goals as classroom educators.

In local school districts across the United States, courses and workshops were initiated in which teachers could work together to address problems of classroom management, share successful teaching techniques, and exchange ideas. Through their local teacher center programs, teachers, faced with a shrinking job market, have also been able to receive retraining in new areas of education to fit the changing needs and demographics of our nation's public schools.

The flurry of activity generated by these centers has led not only to the improved performance for which our public schools strive, but also to a boost in self-image and public esteem for teachers in communities where successful centers are located. Much has been accomplished with the aid of federal dollars during this short four-year span. However, now that this money will no longer be available, the teacher center idea can and must continue to grow and flourish and to reach its fullest potential.

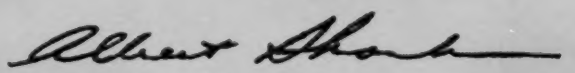
That is our current challenge. We must be prepared to reach out for support to state departments of education, local education agencies, teacher organizations and even to the private sector in order to sustain and expand what has quickly become a most important institution in the field of education.

For this reason, I am pleased to share with you the proceedings of the final, federally sponsored National Teacher Center Directors Conference. During these important three days, participants had the opportunity to share their successes and to present innovative approaches to teacher education in areas ranging from microcomputers and the environment to career counseling and stress management.

They also had the opportunity to hear from teacher center leaders who have been successful in developing strategies for locating new funding sources and in preparing their programs for the absence of federal support. A major

theme in these meetings was a familiar one to all of us - the need for strong education coalitions on the state and local level that share in our concern for the survival of teacher centers as a key to the survival of public education.

The common perception of federally funded discretionary programs, like the teacher centers, is that they die off after federal funding ends. We have already shown in several school districts that this does not have to be the case. Now it is up to all of us to work together nationally to prove that there is indeed an active life for teacher centers after the federal role has ended.



Albert Shanker, President
American Federation of Teachers

INTRODUCTION

This conference was a forward looking event that provided a forum for discussion, analysis and synthesis of philosophies presently determining teacher center programs and activities. It is our hope that this valuable collection of papers will act as a catalyst for future teacher center studies, research, and adaptation.

Unfortunately the pressures of time restricted the collection of all seminar papers. A number of papers were not received by the deadline and are not included in this document. For your convenience, a complete agenda is included. You may contact seminar consultants directly for any paper that is of special interest to you.

This event, the Fourth Annual Teacher Center Directors Conference, sponsored by the U.S. Department of Education, marks the beginning of "New Directions" for the program as well as for the leadership. We congratulate all those who have provided the vision that made exemplary teacher centers a reality and hope that as you assume your new responsibilities, your efforts will continue to be as successful.

AGENDA

National Teacher Center Directors Conference

NATIONAL TEACHER CENTER DIRECTORS CONFERENCE

Sheraton National Hotel
Washington, D.C.

February 10-12, 1982

PENULTIMATE AGENDA

- Institutionalizing Teacher-Centered Inservice Education
- Expanding the Support Base for Teacher Centers
- Synthesizing the Teacher Center Experience in High Priority Educational Areas
- Linking Teacher Center Products with National Dissemination Systems
- Implications of Education Consolidation for Improvement of Staff Development Programs
- State Leadership Roles in Inservice Education
- Implications of Educational Trends for Teacher Centers
- How Key Constituent Groups View Teacher Centers

WEDNESDAY, FEBRUARY 10, 1982

Registration

Southeastern Cluster Meeting

Hospitality Meeting with Department of Education Staff

State Coordinators Meeting

Ad Hoc Meetings
- Midwest Cluster
- Western Cluster
- Special Focus Groups

Project and State Directors Meeting: Nuts and Bolts

First General Session

Welcome and Review of Expected Conference Outcomes:
Allen Schmieder, Director
Division of Teacher Centers
U.S. Department of Education

Keynote Address: Reflections
William L. Smith
Former United States Commissioner of Education
U.S. Department of Education

Exhibitions

Reception/Dance

THURSDAY, FEBRUARY 11, 1982

Registration

Exhibitions

Second General Session

Key Constituent Organizations: Major Priorities - Implications for Teacher Centers and Staff Development

American Association of Colleges for Teacher Education
David Imig, Executive Director

National School Boards Association
August Steinhilber, Associate Executive Director
Federal Relations

American Federation of Teachers
Marilyn Rauth, Director
Educational Issues

National Education Association
Willard McGuire, President

Major Concurrent Sessions

Research Implications for Teacher Centers

"School Effectiveness Research"

"Crystal Balling Teacher Centers"

"Collaborative Research: A Summary of 14 NIE Supported Research Projects on Teacher Centers"

"Instructional Improvement Through Teacher Centers: Preservice Links and Research on Teaching"

Lunch

Third General Session

National Commission on Excellence in Education

Milton Goldberg
U.S. Department of Education

Jay Sommer
National Teacher of The Year

Major Concurrent Sessions

The National Education Scene: Implications for Teacher Centers

"Some Implications of the Education Consolidation Act for Teacher Centers and Staff Development: Developing Specific Action Plans"

"Education in the Reagan Administration"

"Teacher Center Impact and Block Grants"

"SEAs and Block Grants: A National Progress Report - Special Emphasis on Staff Development"

"National Dissemination Networks"

"Networking for Survival - Some Strategies for Teacher Centers and Professional Development"

Fourth General Session

Keys To Support: A Panel of Distinguished Superintendents Give Their Views of How To "Institutionalize"

Shirley Jackson, Acting Director
Educational Support Programs
U.S. Department of Education

Frank Driscoll, Superintendent
Oxford Public Schools, Massachusetts

Betty Skupaka, Associate Superintendent
Albuquerque Public Schools, New Mexico

Edd Poore, High School Principal
Hernando County Schools, Florida

Other Superintendents from the Floor

Southwest Cluster Meeting

FRIDAY, FEBRUARY 12, 1982

Major Concurrent Sessions

The Institutionalization of Teacher Centers - Some Success Stories

All Case Study Sessions Will Have Two Parts:

1) Stimulus from one or several teacher center case studies of success;
2) Input, recommendations, and examples from others in attendance.

"Urban Teacher Centers #1"

Albuquerque Teachers' Learning Center
Indianapolis Teacher Center
Jim Pierce, New Mexico SEA, Chairperson

"Higher Education Teacher Centers"

Southwest Illinois Teacher Center
Pittsburgh Area Teacher Center

"Urban Teacher Centers #2"

Detroit Center for Professional Growth and Development
District of Columbia Teacher Center
Newark Teacher Center

"Rural Teacher Centers"

Teacher Center for Montana
The Pride House
Wade Scherer, Syracuse University

"Multi-District Teacher Centers"

Nassau County BOCES Teacher Center
Norman Area Teacher Center
The Greater Franklin County Teacher Center

"Urban Teacher Centers #1"

New York City Teacher Center Consortium
Marin Teacher Learning Cooperative
Teacher Center of Ardsley, Greenburgh and Elmsford

"Urban Teacher Centers #2"

Hot Springs Teacher Center
Southwest Arkansas Teacher Center
Flint Hills Teacher Center

"Rural Teacher Centers"

Barbour County Teacher Center
Western Nebraska Rural Teacher Center
Moab Teacher Center

"Multi-District Teacher Centers"

Atlanta Area Teacher Center
Franklin County Teacher Center
RISE Teacher Center

"Higher Education Teacher Centers"

Northeast Illinois University Teacher Center
Arnetta Rauschel, Illinois Department of Education

"Foundation Support/Fundraising"

Marin Teacher Learning Cooperative
New York City Teacher Center Consortium
Franklin County Teacher Center
Indianapolis Teacher Center
Detroit Secondary School Teacher Center
Goddard Teacher Center

"Corporate Support/Technology"

Atlanta Area Center for Teachers
French River Teacher Center
Easton Teacher Center
Detroit Secondary School Teacher Center
Charles Lovett, U.S. Department of Education

"Basic Skills and Teacher Centers"

St. Louis Metro Teacher Center
Northwest Mississippi Teacher Center
Montgomery Teacher Center
Central Texas Teacher Learning Center

"Law-Related Education"

Elizabeth Farquhar, U.S. Department of Education
Staples Teacher Center

"Metric Education"

Hernando Teacher Center
Bob McCord, State Coordinator, Mississippi
Floyd Davis, Director for Metric Education, USDOE

"Creative Ways of Surviving"

National Documentation Project, Syracuse University
Teachers' Centers Exchange

"Education of the Handicapped"

Osseo Teacher Center
Somerset Teacher Center

Fifth General Session

Business/Open Session: Building Alliances and Networks for Success

Allen Schmieder, U.S. Department of Education
Charles Lovett, U.S. Department of Education
Drew Lebby, U.S. Department of Education
Michael Usdan, Institute for Educational Leadership
Patricia Weiler, American Federation of Teachers
Robert McClure, National Education Association
Sam Yarger, National Documentation Center
Kathleen DeVaney, Teachers' Centers Exchange
Ed Dambruch, National Teacher Center Resource Center

"Recommendations/Action from the Floor"

Formal Luncheon

"A Summing Up: Teacher Center Successes,
American Education in the 80's,
A Googol-plex of Celebration"

Allen Schmieder, Director
Division of Teacher Centers
U.S. Department of Education

OVERVIEW OF GENERAL SESSIONS

U.S. DEPARTMENT OF EDUCATION

Allen Schmieder

First General Session
Wednesday, February 10, 1982

"Welcome and Review of Expected Conference Outcomes"

I would like to take this opportunity to welcome you to the National Teacher Center Directors Conference and to Washington, D.C.

We thought the purpose of this meeting would be to talk a little about what is going to happen next - not locally, but nationally and maybe in the states. We thought it would be good to have a few comments about networks that will continue to exist, no matter what happens to teacher centers.

I have already said that there will be a teacher center presence in the Department of Education through September 30, 1982. I am presently named as that person. The odds are, that I won't continue to be that person. I'm just being candid about it. I would be delighted to be that person but there are a lot of things happening today and next week that might auger from my doing something else.

I will continue to work with teacher centers. I worked with teacher centers before I was in teacher centers and will continue to do so afterwards. The point is, there will be someone with a name and a telephone number in the Department of Education that will help you if you need help in getting your payments or in processing your reports. Obviously, if I don't hold that position, you will get a letter immediately telling you who it is and where they are going to be. There are going to be some physical moves and I would expect that would happen in early March. That's number one.

Number two is that Sam Yarger and the Syracuse Documentation Center will continue through September 30. The clusters, I hope, will all continue through September 30. All clusters are going to have cluster meetings. They have all been set - both time and place - so this is not our last federal hurrah. I am very pleased and I hope to go to all of them no matter what I'm doing next. I know that Pat Weiler will continue to do her good network thing in promoting teacher centers. Her project has been extended through May 31. The Teachers' Centers Exchange will go through November 30. The NEA and the AFT, as organizations, have teacher center elements. They have dollars for teacher centers and they are doing things.

At this meeting we want to give you some sense of some of the people that would still be networking teacher centers, whether or not the federal government is, and give you some chance to find out what kinds of services they have available. Michael Usdan is the new director for the Institute for Educational Leadership, a new person in Washington, and a very impressive educator. He is interested in trying to find some foundation support for working through the Institute for Educational Leadershop for some teacher center networking. Maybe the Exchange ought to seek foundation money to continue what they are doing. Maybe Sam might want to seek foundation money to continue what he's doing. Maybe some money from the Secretary's discretionary fund should be sought by somebody to continue clustering and national communication. What I wanted to do was to say that there are still a lot of ways that we can communicate with each other and I just wanted to get you questions and ideas about how we can best do that.

My opinion has always been clear, and I feel most of you share it, and that is if it makes sense to have a teacher center which breaks down the isolation of the classroom teacher and facilitates the sharing from teacher to teacher, it also makes sense for educational systems and for teacher centers to share with other centers. I think that most of the people in this program would say that one of the best things that has happened in the last four years is what we have been doing in the clusters and at the national meetings. We immediately established a collegiality. We immediately established a more local support base at the state and regional level. We just want to make sure that continues.

I've probably not given enough emphasis to the state coordination. Most of our state coordinators were not made coordinators of consolidation. Its not because they're not good, its because consolidation is still a very important political issue and its a pretty big piece of money, so, often a sort of management level person - program level - have taken control. But you can bet, knowing these coordinators, that they will still have a strong interest in teacher centers and teacher corps and teacher education in general. Most of them will still have roles in inservice education. They will find some way to influence what's going to happen in consolidation. I would almost think you ought to look first to your state for networking teacher centers because that is certainly what this administration wants to happen and most of their plans are going to push in that direction. One of the things you have heard me say a lot is that we wait for someone to do something to us. I wish I could remember that great Kennedy statement about don't ask what your country can do for you, ask what you can do for your country, meaning that in the states that really do good networking, its because teacher center folks at the local level

got them to do it. It wasn't just because they were good leaders. If we've done an effective job with teacher centers at the national level, and I think confidently and believe we have, we've done it because the field has made us do it. The field wrote the regulations, we didn't. The field was constantly on our backs. If we have good meetings its because the field insisted we do them a certain way. What I'm saying to you is all that good state leadership is probably your fault, not theirs. Unless you get organized and lean on them and make them aware of the fact that teachers have a lot to say and have a lot to contribute, they're not going to do anything. They're going to continue to do it the old way.

U.S. DEPARTMENT OF EDUCATION
EDUCATION FOR OVERSEAS DEPENDENTS

William Smith

First General Session
Wednesday, February 10, 1982

"Beacons on the Horizon: Some Promising Signs for the Future of Inservice Education"

Teacher center directors must come to grips with change today, adapting to the knowledge explosion, new technology, and an increasingly complex social value structure with its concomitant behaviors and attitudes. You must form alliances. There seems to be a greater need to deal with the state of society and the profession today in preparation for tomorrow, than to burn up energy in an attempt to anticipate the future. If we do not have something of value to build on, the prospects for the future will become dimmer and dimmer anyway.

You as teacher center directors know teaching is a helping profession. Children must feel that their teachers care about them, and they must sense the usefulness of what they are learning. A major element in good teaching is a sense of commitment. If, for instance, a teacher views teaching as no more than a job - as labor to be exchanged for salary - students are not likely to learn with alacrity. By the same token, when the teacher takes his or her purpose to be that of a taskmaster whose principal obligation is to enforce rules, many aspects of quality instruction are lost. Therefore, not only must practitioners know how to achieve their objectives with high efficiency, but the objectives themselves must have merit. As an illustration, every experienced principal has at times been dismayed by instructors who pursue the wrong goals or inadequate goals with vigorous diligence. Similarly, every experienced principal has been saddened by the teacher who, though blessed with great talent, functions perfunctorily.

In the best of circumstances teachers have a profound belief in the importance of education. They regard their efforts not as a routine chore, but as an opportunity to contribute materially to children's growth and the development of a better society.

Above all, they are keenly aware of the enormous impact a good teacher can have on a student. As a result they are energized by the significance of what they do. The natural consequence of such commitment is that they derive far more from their endeavors than wages, in personal satisfaction.

Good teachers are inclined to take a broad rather than a narrow perspective on the teaching act. They know that more often than not, children respond to the teacher rather than the subject. For that reason some teachers get discouraging results even with appealing subject matter while others make even the dullest lessons seem exciting. Those who are sensitive to the power inherent in the teacher-student relationship try to go beyond the substantive aspects of a topic and deal with the overall development of their students. Although they take precautions to ensure good intellectual achievement, they are interested in other things as well. They worry, for example, when a child learns grammar but has no friends or when a child is unable to cope with frustration.

Confidence involves the teacher's faith in the instructional materials, the teaching method, and the fundamental worth of the subject itself. There are history teachers who, when pushed to candor, think a knowledge of history will do their students little good; science teachers who suspect that whatever is taught will be forgotten in a matter of days; and English teachers who feel that the required teaching text is virtually useless. In those situations the quality of learning is less than it might be.

The frequency with which such lack of confidence occurs constitutes a strong argument for substantial teacher autonomy. Given the freedom to choose, some teachers may still be caught up in indecision, but there is at least the possibility that they will select procedures that to them make sense. Standards, of course, are important and every teacher should be responsible for making certain that every child learns, but that need not militate against the pedagogical freedom to organize instruction in whatever way seems most desirable. Allowance for individuality is virtually essential if the teacher is to

have maximum security. Moreover, because confidence develops cumulatively, expanding from a continuum of previous successes, regulations that interfere with personal flexibility are likely to create more harm than good.

Confidence stems from the manner in which teachers regard students. As the celebrated research on the self-fulfilling prophecy has demonstrated, the instructor who views students as capable is likely to generate more learning than the one who questions their ability. Optimism about a child's capacity to learn is conditioned in large measure by the degree to which the teacher understands the learner. Vast numbers of students have failed to achieve simply because those responsible for their learning either misjudged the obstacles or tacitly assumed that the obstacles could not be overcome. Benjamin Bloom's classic experiments on mastery learning, for example, have clearly shown that relatively simple readjustments in the instructional pattern can greatly increase student achievement. There are teachers in inner-city schools, laboring under extraordinary handicaps, who often obtain remarkable results because they respect their students' potential, understand the impediments that exist, and build appropriate mechanisms into their teaching procedures. Although compassionate, they neither permit sympathy to reduce expectation nor confuse temporary difficulty with incapacity. Their confidence, one might say, is based on the fundamental assumption that virtually every child can learn and the firm belief that proper strategies can overcome even severe hurdles.

There are three dimensions of teacher confidence - a sure commitment to self and purpose, a secure reliance on good procedures and an unshakeable faith in ultimate student success - and they constitute a powerful force. They more than anything else prevent the hypocrisy, lassitude, and carelessness that sometimes attenuate teaching skill.

Only after those aspects of confidence are present can the practitioner take complete advantage of classroom events and exploit the full range of teaching opportunities. Robert Havighurst and others have written of "the teachable moment," referring to the random situations that allow the

teacher to seize on some special occurrence. A fourth important element in successful teaching, consequently, lies in the practitioner's recognition of teaching potential. Whereas some instructors are oblivious to the subtle nuances of the teaching-learning environment, unable to capitalize on a propitious situation, others seem intuitively to sense a serendipitous development and use it to advantage.

That is only possible, however, when the teacher has a comprehensive knowledge of the teaching material, the method, and the learner. If the grasp of the subject matter is only marginal, if the practitioner knows but one way to pursue the objective, or if the teacher has only a limited understanding of the students' values and concerns, the golden "teachable moments" are lost.

The variation in individual perception of teaching opportunity is truly remarkable. As a principal, I was continually astonished at the way in which insecure teachers were bound to a fixed system, unable to cope with anything that broke their routine. A rainy day, a fire drill, an unexpected delay in the delivery of supplies, and similar interruptions were regarded by some faculty as catastrophic. Mature, seasoned practitioners, on the other hand, alert to chance and guided by hunch, were able to convert those same situations into highly constructive lessons.

We do far too little in our teacher training to enlarge classroom teacher's vision of what can be done. The expansion of awareness of teaching possibilities comes primarily through direct experience. A talented neophyte, for example, however well intentioned, is not likely to recognize an unsuspected opportunity unless in one way or another it is demonstrated in a realistic context. For that reason much would be gained if teachers were given more time for mutual observation and collaboration. The young teacher enabled to observe an experienced master in action is almost certain to have an eye-opening experience.

Teaching is no different from other human endeavors in which the seemingly impossible becomes commonplace once an exceptional performer points the way.

Athletic records, scientific breakthroughs, new movements in art, music, and literature - all emanate from new perceptions of what can be done. It might be wise, consequently, to formalize some sort of "buddy system" through which beginning teachers can observe skillful teachers at work. If nothing else, such an arrangement would stimulate among aprentices greater sensitivity to the virtually limitless devices through which learning can be encouraged. My own experiences lead me to believe that in the wake of new knowledge production, the buddy system would be equally as important for experienced teachers enabling them to observe other experienced teachers as well as talented neophytes armed with new knowledge and advanced teaching strategies.

Few cliches are more overworked than the adage about success breeding success. Yet that tired aphorism is nowhere more applicable than in teaching and learning. Student and instructor alike look to a new lesson within the framework of what has gone before. All good teachers - and their students - seem to derive immense satisfaction from their labors. The desire and enthusiasm referred to earlier, triggered in considerable degree by a steady and apparent stream of accomplishment, are contagious. Yet another element in successful teaching practice is to be found in the gradual accumulation of rewarding experience. However great the teacher's latent talent (or the learner's aptitude), early failure tends to breed more failure. Conversely, when steps are taken to ensure early success, the probabilities of continued high achievement are good.

As teacher center directors, you know that superior teaching is the natural result of autonomous and sustained professional growth. Much has been said and written about staff development and inservice education. Various theories have been espoused, diverse programs or orientation have been suggested, and many different activities have been tried. The best of them are unquestionably valuable, and there could be latent virtues in those that have not yet delivered a high yield. To argue, however, that one mode is clearly superior to every other, is to distort reality. One great value of Teacher Corps and the Teacher Centers Program is that they are providing grounds to continue exploring the best and most useful ways to deliver both training and retraining.

Evidence already shows that training and retraining cannot be successfully done by a single institution, be it university or school. Both have new and old roles to play in preparing teachers for the future. To those two institutions, add a third as partner - the community. It provides a rich and fertile ground to test assumptions about the form and substance of appropriate education personnel development.

That brings us full circle. If we know what a teacher needs today and are able to provide for the continual development of mastery over time, then we will be ready to deal with the larger question: "What will it mean to be an educated person in tomorrow's world?"

How do we make the transition from looking at our toes to looking at the horizon? The beacons that I see on the horizon are, with slight modifications and additions, the emerging realities: interdependence, collaboration, sharing, long-term responsibility, smallness, wholeness, system thinking, evolving consciousness, temporariness, acceptance of differences, and adaptation. It becomes our challenge to design both the process and the substance of all training and retraining for educational personnel not only to be aware and understand those realities but also to accept them and practice them and foster their attainment.

I must ask myself, "What are my beliefs? and Where do I want to go?" The difference in the answers are a matter of controlling one's destiny.

We in the profession have long looked to others to provide the leadership in our society. Ours was a contentment with a tradition of simply mirroring society. Conditions are changing so rapidly that this no longer is acceptable. But with a change in attitude come problems - for those of us who choose to lead - of a magnitude unimagined in the past. They will be necessary to face but extremely difficult to solve. If we do expect to achieve, we must be ready today to measure progress with a ruler, inch by inch, rather than a yardstick. It will be easy to become discouraged in our leadership position today so we must work together to accomplish our goals. Our achievements may be the only yardstick impacting on our children today.

NATIONAL EDUCATION ASSOCIATION

Willard McGuire

Second General Session
Thursday, February 11, 1982

The National Education Association is firmly committed to the continuation and expansion of federally funded teacher center programs and to the ultimate institutionalizing of the teacher center concept. The NEA has taken this position because of a strong conviction that teachers know best when it comes to the knowledge, skills, and materials needed to be more effective in their work with children and youth.

We believe that teacher centers are successfully carrying out the original intent of Congress to improve staff development for teachers. Teachers, aides, support personnel, administrators have all demonstrated genuine interest in and dedication to the Teacher Center Program by devoting their time, efforts, and abilities to making it work. And teachers support the program for one very simple reason: it helps them do a better job of teaching students. For that reason alone, NEA applauds it. And because the program does help teachers improve their teaching, NEA believes Congress and the Administration should reconsider their actions and maintain and expand the centers.

NEA's determination to save and enhance the Teacher Center Program stems from the belief that the concept of centers itself constitutes the "missing link" in the evolution of an adequate, creative, permanent means of ensuring continuing professional development for teachers. Teachers face many challenges, but few issues are more important to them either intrinsically or symbolically than preservation of the Teacher Center Program. The Teacher Center Program has meant specific and highly rewarding personal experiences for thousands of educators and their students. It has proven to be an economical and uncomplicated way for the federal and state government to help teachers at the local level become more skilled practitioners of their profession. Seldom has the expenditure of so little money meant so much, or done so much, in the pursuit of instructional excellence.

The Teacher Center Program should be available not to only a luck few, but to any teacher who seeks professional improvement. Teachers have written to us that finally teachers are really helping teachers in staff development - through the centers.

Let me quote excerpts from the NEA policy statement on continuing education for teachers since that is what teacher centers are all about.

"The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including inservice and the concept of centers governed by teachers representing their bargaining units and/or local professional organizations . . .

"The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation . . ."

Our Committee on Instruction and Professional Development has prepared a significant paper on "Continuing Education for Teachers," designed to give guidance to putting that policy into action. In this paper the Committee listed several points which research has established as necessary for effective continuing education:

1. Improvement of school program and improvement of continuing education are inseparable.

2. Improvement of continuing education and improvement in other important variables of schooling such as leadership, school organization, or personnel policies are inseparable.

3. The balance and relative emphasis given to professional development and staff development should be determined locally and school-by-school according to need.

4. Time and resources for professional development must be built into the teacher's contractual time.

5. The focus of staff development must be the individual school and its faculty.

6. Both the school and the individual members of its professional staff have the right and the responsibility to initiate and plan staff development.

7. At the state level, continuing education should be governed by a statewide committee with representation from appropriate role groups. Practitioners should constitute a majority on the committee.

8. There should be many measures of the effectiveness of continuing education.

9. Each of the many groups constituting the teaching profession has vital interests to defend, important roles to play, and significant contributions to make.

These characteristics about continuing education are supported by our experiences with teacher centers.

I believe in the importance of centers and I am proud that teachers were leaders in obtaining the federal legislation which created and funded this program. Our faith in the centers has been more than justified. They are, as I have said before, a "proven plus" for teachers and the students they teach. We are now in charge of a part of our own professional development and teacher centers are helping us to be rid of the useless inservice training programs of the past - all those "Mickey Mouse" exercises.

It is good to know that there is so much action now taking place by those of you at this conference to raise money to keep your centers going. We are learning to tap monies from business and other community resources as well as foundations and corporations. Such sources may seem a bit strange to teachers because they have expected federal, state, and local governments to assume their rightful responsibilities. As we are learning all too quickly, however, these are different times, and so we must learn to sharpen our skills and to seek funds from several sources. And I know you are working to obtain monies from block grants and in some states, Iowa for example, you are planning legislation to obtain needed funds.

We hope you will use the resources available from our local, state, and national units to help you develop meaningful plans to raise funds for your center. I also hope you will find the Teacher Center Resource Book, which Mary Moran, Bob McClure, and Dick Cortright have coordinated, to demonstrate to potential funders the exceptional power in centers to bring about constructive change.

Finally, as president of an organization which represents 1.7 million American teachers, I want to say a heartfelt thanks to Allen and all his colleagues for the leadership they have provided. Most important, though, the public's thanks should go to America's teachers who are creating an incredibly useful vehicle to improve instruction. Teachers are the strength of our nation and they and the public they serve deserve no less than a strong network of local centers for teacher self-improvement. We will continue to stand with you in making that dream come true.

AMERICAN FEDERATION OF TEACHERS

Marilyn Rauth

Second General Session
Thursday, February 11, 1982

In the span of ten minutes, its rather difficult to discuss our priorities substantively, but I'll try to cover some of our major concerns and how they relate to teacher centers.

I have at home a copy of the November, 1912 issue of the Ladies Home Journal. At that time, the publication ran a series of articles highlighting statements from leading educators and community representatives, all very critical of public education. In fact, if I would have had time to read some of them today, you would have thought they came from a recent issue of Time or Newsweek. The criticisms were much the same - failure to individualize, discipline problems, lack of relevance, weak curriculum.

I mention this to point out that there has always been criticism of public education. It's to be expected when you have a fluid and diverse society. Today, however, we are facing a new situation, because we've lost the deep-rooted faith in public schools which formerly accompanied such criticism. This is due to a number of factors. We have schools which are overburdened by a multitude of social responsibilities which other public institutions have shunned. We are under attack from fundamentalist and sectarian self-interests. We have an aging population who no longer have children in schools and unfortunately don't see the importance of those schools to their own well-being and that of society. We have people who would like to see society de-schooled, who advocate tuition tax credits or vouchers, which would essentially dismantle the public schools. What does all this mean for us? Simply, that in addition to the traditional AFT priority of protecting the rights and welfare of its members, we now must also address the even more fundamental concern of preserving public education. So, we're not just attempting, as always, to improve education, but to preserve the actual institution.

While there are the traditional issues facing us, issues of both equity and excellence, we cannot afford to ignore the larger issues of society, including the economic, defense, technological, and scientific needs of this nation. We must be much more aggressive in our efforts to assure public understanding of the role of education in meeting these societal needs. No less important in garnering support for education is an awareness on our part of what the public expects of its schools. The message is clear - discipline, standards, basic skills

mastery, education in traditional values and citizenship, and a strong core curriculum. Because excellence in education is not possible without excellence in the profession itself, teacher education ranks high among our priorities and, in fact, has for a number of years.

Already we have started reexamining the structure of colleges of education. But we must tend to our own house also and seriously review the organization of elementary and secondary schools. I think you will see education groups, including the AFT, proposing significant changes in basic institutional structures at all levels. We will be looking at the relationships among institutions, at staffing patterns, and at new reward systems.

All of this is taking place at a time when the nation as a whole is experiencing great change. The economy is in a state of flux. Governmental structures likewise are being modified in the move toward the new federalism.

Consider the consequences of such reorganization for teacher centers. In one sense, teacher centers are going to be a crucial part of this renewal. Centers, after all, have proven they are capable of facilitating and implementing change. In addition, they are very good at linkages and will play a vital role in establishing new relationships which need to be formed among the schools, the community and colleges of education.

". . . BECAUSE EXCELLENCE IN EDUCATION IS NOT GOING TO BE POSSIBLE WITHOUT EXCELLENCE IN THE PROFESSION ITSELF, TEACHER EDUCATION IS GOING TO BE A MAJOR PRIORITY AND, IN FACT, HAS BEEN FOR A NUMBER OF YEARS. I SEE THAT PROCESS ESCALATING."

At the same time, centers are impacted negatively by the change process. Block grants are a case in point. Chapter II of the Education Consolidation and Improvement Act, which would potentially fund teacher centers, Teacher Corps, and many other basic service programs, originally authorized $537 million for these block grants in the 1981-82 school year. The federal education budget, however, now operating under its third continuing resolution, appropriated only $483 million for these programs nationwide. The Reagan Administration has proposed further cuts, which would reduce the amount to $470 million. This is almost a $100 million reduction in what was

originally proposed for Chapter II of the state block grants. Making matters worse, school systems face cuts in other crucial programs, such as education of the disadvantaged, vocational education, and education of the handicapped, funded outside the block grants. Consequently, everyone will suffer, but because state legislatures are controlled by rural areas, cities are likely to be in double jeopardy.

What can be done? All constituent groups within education are at a period in time when, as I said before, we are concerned with preserving public education as an institution. We are not always going to agree, but we had better get together and work cooperatively to promote those standards which will ensure public education's survival.

Teacher centers need to make clear to the public their role in upgrading standards. Essentially, we are going to have to win teacher centers through political means. A pertinent question is who is going to get their share of the shrinking tax dollar? Obviously, those who have the greatest share of public support. State block grant monies are not currently our best hope. We might pick up some funds there. We will certainly make every effort to do so, but it would be naive not to realize that source is very chancey at this point. What do we have to do? Again, we must be cognizant of what the public wants from its schools and show them that teacher centers represent an avenue for helping them achieve those goals. I talked about your ability to facilitate change before. Look at the major changes that need to be made in the curriculum. We need to strengthen the teaching of basic skills. We need to tighten the curriculum. We need to introduce more math and science to compete in this technological age. Meeting these needs will require a great deal of inservice education, and teacher centers are one of the few remaining inservice mechanisms - and one of the rare effective ones.

We have a large body of research available to us to build the profession, to build standards. Who is going to translate and take that research to teachers? Teacher centers offer an existing structure through which we can disseminate the science of teaching.

Many of you have already started reaching out to the community. This is where real power lies. We need to go to the community and parents and show them what the centers have been doing. We must involve them more directly in center activities and show them how they can supplement their children's learning at home.

Most importantly, perhaps, it will be essential in these hard times to keep the concept alive. We need to keep the teacher center, its activities, and its accomplishments before the media. This must be done at the local, state, and national levels. Don't be afraid to tie into the accountability movement. Today's emphasis is on standards. There exist many state commissions on teacher education and professional

excellence. Through your union, through representatives from the teacher center also, you must have your voice heard on these commissions. You must apprise them of what you have been doing and what you can do. Paul Simon, who chairs the House Subcommittee on Post-Secondary Education, will soon introduce a joint resolution to the House and Senate encouraging states to review teacher education and develop new guidelines to continue to improve the quality of the nation's teaching force. This gives further impetus to a movement the states had already begun. Right now, too many state commissions are pulling ideas from here and there. It's an uncoordinated process. They are not grounded in any sort of research base. I submit that the teacher centers have a wealth of knowledge to take to those committees and this is one political activity you should get involved in. Several major issues being addressed at the state level in teacher education reform are linkages, internships, and field-based education. Many states already have mandates for this type of activity. And yet, many colleges of education are in a quandry over how to get into the schools - how to make the transition from campus to school. Again, teacher centers are a natural linking agent. Communicate with your state education department, your administration, your school board, and let them know how you can help in this process.

Centers would also serve as exemplary dissemination models for the states in efforts to disperse model practices in the context of their total staff development programs. Don't miss the opportunity.

Finally, Secretary Bell's Commission on Excellence in Education is holding hearings throughout the country. You should be represented at these and let them hear about teacher centers' contribtuions to professional practice.

Hopefully, your efforts to institutionalize have already started. They should resume the day you get back in your school by making contacts with your local political leaders, the school board, superintendent, and the state education department. It is, I repeat, a political fight that we have ahead of us. Working together, with all the people represented here and at all levels of government, we will see that in the fight for standards in education, teacher centers are a crucial element in assuring that public education not only survives, but accomplishes the goals of excellence and equity we've always striven for.

". . . WE WILL SEE THAT IN THE FIGHT FOR STANDARDS IN EDUCATION, TEACHER CENTERS ARE A CRUCIAL ELEMENT IN MAKING SURE THAT PUBLIC EDUCATION NOT ONLY SURVIVES, BUT ACCOMPLISHES THE GOALS OF EXCELLENCE."

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

David Imig

Second General Session
Thursday, February 11, 1982

I have that proverbial speech that has been given too many times, in too many places, but that none the less, I'm going to draw from once again this morning. Some of you have heard it - others of you are about to be subjected to it. What I would like to leave you with is a sense of the American Association of Colleges for Teacher Education's (AACTE) commitment to the promotion of staff development - staff development that reaches from and links together schools, colleges and departments of education and the practicing classroom teacher.

Marilyn, throughout her comments, used the concept of linkage. One of the things that AACTE has been deeply committed to over the past five years is the promotion of these linkages between schools of education, the educational research labs and centers, teacher centers and professional development centers, and other staff development opportunities that exist both at the state and the local levels. Inherent in these linkages is the concept that knowledge producers and knowledge users need to work together to promote excellence in our schools.

I think that at the present time, American education is confronted by at least seven crises that need to be addressed, and that stem from a variety of phenomena that impact upon education, teacher education, staff development, whatever. Perhaps the most important of these intrusions has to do with the rapidity of change which characterizes today's society and will likely dominate tomorrow's. I call to your attention a book by Lee Anderson at Northwestern University that describes the J curve as an explanation of that rapidity of change. And without examining the notion in detail I think it confronts all professional educators as we look to the future not only of teacher centers but of professional education. I think the second great change that will affect us is the increasing feeling of economic vulnerability that comes from changes in our economic condition. Many of us are aware of or have interacted with Homatia Tioni and his statements about post-affluence and under development. I think that in the past six months the whole tone of American society has shifted to one of concern over our economic viability.

". . . AS WE MARCH IN THE HALLS OF CONGRESS, WE HOPE TO HAVE GROUPS OF DEANS, FACULTY MEMBERS, TEACHERS, TEACHER CENTER DIRECTORS, ADVOCATING THE NEED FOR A REINVESTMENT IN AMERICAN PUBLIC EDUCATION."

A third great challenge that faces us is our increasing interdependence with other peoples. I think Allen, for instance, has been instrumental in helping us look at teacher centers and their interface with other professional development opportunities in other parts of the world. I think that we at local, state and national levels have to continue to promote that interchange of ideas as we move into a society that is increasingly more interdependent.

I think the fourth great and significant challenge that will impinge upon us is best seen in the current demographic situation - the teacher shortages and impending crisis for this society. Its a crisis that few people have given much attention to. We are already seeing the results of that in many of the cities of the Southwest. We are more likely to see it over the next five years throughout the country. Within that crisis is the concept of minority problems and minority individuals' roles as public school teachers in this society. How we deal with that problem in the face of critical teacher shortages is one that our association, in particular, will be addressing. The aging of the population, the shift of the population - the entire demographic picture is, again, a major intrusion and a major problem confronting all of us.

A fifth factor which will impact us and which, even now, leaves us too far behind all too often, is the whole area of technology. I think teacher centers offered and continue to offer a way to infuse technological revolution into the schools and into the learning of children.

The sixth crisis, one that I have spent some time looking at, is what some now call a conflict in values that confronts our society. On one hand, you have Daniel Ukalvich who has written extensively about the new generation and the values that it espouses, while on the other you have people like Martin Bresler at Princeton who have looked at it from a different perspective. There is a product of the Connecticut Mutual Life Insurance Company that was done in 1981 which I think is one of the most significant pieces of social science research to come out in the last few years. In essence, it looks at the values American people hold toward various institutions, toward themselves, and toward the future. If there is anything that so dramatically points to the apparent conflict of values, it is that document. One of the really troublesome aspects it addresses is the conflict of values between teachers and lay citizens in communities. And I know of no one who is addressing that problem as one which needs resolution. Given these intrusions, problems, crises, you would expect that this society and particularly its national leadership would be addressing ways to resolve crises and conflict.

But, one of the major conflicts, if not the crisis confronting us all, is the dismantling of the structures, networks, and programs that have served the American classroom teacher. This dismantling in the name of economic recovery and the new federalism is, I believe, destroying the capacity of teachers and others to deliver new and relevant knowledge. This disinvestment is evident in curtailments and cutbacks in the educational research and development enterprise and the denigration of the accomplishments of the educational laboratories and centers. It is evidenced in the reduction of programs designed to promote equity and excellence in our schools. It is evident in the elimination of support for preservice and inservice education programs. It is evidenced in the destruction of networks and the advocacy of "go it alone" strategies. It is evident in the repeal of coordination and planning activities at federal, state, and local areas. I think that Willard's and Marilyn's "call to arms" is indeed an appropriate challenge for all of us. My association, in cooperation with these and others will indeed try to be more productive on these issues and as we march in the halls of Congress, we hope to have groups of deans, faculty members, teachers, teacher center directors, advocating the need for a reinvestment in American public education.

NATIONAL SCHOOL BOARDS ASSOCIATION

August "Gus" Steinhilber

Second General Session
Thursday, February 11, 1982

A little bit of deja vus as I walked in here. The deja vus was the fact that I looked over to the right here and I saw all the material on law-related education. I think I've been in at least 12 different institutions of higher education teaching classes in graduate school and school law. Its also deja vus in talking about teacher centers because after I was asked to be on this program I did pull out the old file and low and behold, it brought back some fond memories. The fond memories were that there were minutes I took of the meeting with then Senator Mondale. In fact there were three meetings with representatives of AFT, the Chief State School Officers, and NSBA, where they met and put together what became the first draft of what you now know as the teacher center legislation. Obviously other hearings and more organizations and individuals were involved in the process.

"NSBA SUPPORTS THE CONTINUATION OF TEACHER CENTERS IN THE CONCEPT OF INSERVICE AND STAFF DEVELOPMENT TO FURTHER PROMOTE PROFESSIONAL DEVELOPMENT."

I'd like to take you back to those days for a moment, and go through the first three drafts before it was introduced as an amendment in the Senate. What were the issues then? They were somewhat the issues now. The issues then were: What can be done to advance teacher education and preparation? A very sincere and concerned group of us were looking at what was happening to the school-age population. At that time there was no question that the number of teachers in schools and children in this country were on the decline. Therefore, the opportunity for the new blood, the new teachers, was probably going to be diminished. It also meant that at the same time, our work force was obviously getting older, but that work force was also in a very critical area with minds and advanced technology and they may not be as good or up to snuff as they should be. Therefore, let us find some institutional ways of upgrading those valuable individuals in our society.

But we fell on a couple of hard times during the debate. What was the debate? The debate was basically one of governance. And the reason I bring up that governance debate today is because that same governance debate is going to be one of the thorny issues which you are going to have to wrestle with from this point on. A compromise was reached during that initial draft. What was the compromise on governance? One, that the local school board and/or the state board, together with the Chief State School Officer, would devise the teacher center plan, if you will, develop the constitutional framework with which that teacher center must operate. The second half of that compromise was that the day-to-day operation of the teacher center was to be under the confines of a teacher center board of directors, if you will, which would have to operate within that constitution or overall framework, but the majority of that particular board would be that of teachers. A very difficult kind of organizational structure and one which, quite frankly, fell on some hard times.

If I were to make the same speech a couple of years ago, I would not be quite as supportive of teacher centers as I am today. This may sound kind of ironic, but NSBA went from a position of total support, total push, total involvement, and total dedication to the center to one of "benign neglect." What happened during that period of "benign neglect?" Quite frankly, we looked at teacher centers as becoming glorified "union halls." They were spending much of their time worrying about union representation, worrying about teacher contracts, worrying about what was going to be happening during the next line of negotiations. We said, fine, if that's the way you are going to want it, what are we going to do in counter. Very simple. You want the teacher center, you would then put that on the bargaining table along with everything else. And, if it becomes a union position, not an educational position, then its something that the union is going to have to put on the bargaining table and we'll bargain with that like we bargain with everything else. That's a pretty hard statement, but it occured and I think the danger of that occuring again is still with us. Now, where is NSBA today? I think some of that concern has worked through because I do not hear those arguments and problems as I did about two years ago. There are a lot of reasons for that. One, I think we've both learned to know and respect one another. While there are still some rabble-rousers out there and what I would call bomb throwers, we've learned that its a pox on both of our houses. We cannot exist without you and you cannot exist without us and if we fight between and among ourselves within the education community, its a mutual suicide pact.

I think what all of you have to begin doing is look at what is happening here in Washington, or indeed, what is happening in some of your state capitols. You understand exactly what I mean. As I indicated to you, I'm a lawyer. I did not enjoy doing some of the things I did in the last year: putting together RIF notices and making sure they were legally sound. What happened in Massachusetts should not happen in any state in the U.S. But we have a public out there and that public is being very critical of us. We've got to work together. Where are the ways we can work together? Well first of all, I indicated to you that with due respect to those individuals in this room who represent or are employed by the federal government, my association is on record by saying this administration is an anti-education administration. Bear in mind, my organization is not noted for being a liberal, democratic organization. We've come to that conclusion but let's look at how we came to that conclusion. At the juncture today and where the President's announcement was of last week, we've now got a new federalism concept called "swaps" and "turn-backs," which means that by 1984 there will be no federal dollars for a turn-back to the states, school lunch, all of the child nutrition programs, and that block grant of which you are all trying to get a part. Chapter II also gets turned back in total to the states by 1984. That same budget message says that with the money we will be saving as a result of all of this, we are going to institute or propose before the U.S. Congress tuition tax credits. So, it is obviously to take from the public schools and provide funds for private schools. On top of that, of course, the announcement of destroying the Department of Education and turning it into a foundation. It think the evidence is quite clear. Many presidents have said, "Don't look at what I've said, look at what I do," but I think we have to do that with this administration. We've developed some coalitions here and I'm advising everyone to do the same at home. I would advise that very strongly at the local level.

So much for a little bit of where we are in terms of national politics, but I also want to tell you where we are in terms of your politics - where you are and what you're doing today. One is, as I indicated, back to support of teacher centers. But I've got a member of my Board of Directors from NCATE. The president of my association is on the National Commission on Excellence in Education. The vice chairman of that commission is a school board member out in San Diego. We have a dedication towards excellence. We have also been putting together resolutions and comments. Some of you may have seen the most recent issue of the American School Board Journal where our president has called for a national consciousness in terms of upgrading the education profession. Not just in terms of dollars, but in terms of the profession itself. My German heritage sort of comes back to me and we should be using, perhaps, the comment in German of the Herr Professor or Herr Doctor, meaning you double the indication. It is Mr. Professor and Mr. Doctor. Perhaps that gives an institutional or societal indication of the need for you and we are beginning to move that way.

We are very much concerned with what we call, in our office, using up our seed corn. For those of you who are in rural areas, you understand the analogy of using up the seed corn. You know what happens when one wants to eat in future years. How are we doing that? The policies of the U.S., now in high technologies, are draining off first at the college and university level those individuals who are in the math, science, modern foreign language, and engineering fields. They are dragging them off into business and industry, into the new military and industrial complex. The second drain has already begun on the secondary schools in the U.S. If that kind of policy exists in the military or the industrial or the new industrialization, then at the same time you would have the federal government saying they are not going to put up any financial resources for education. We are now eating our seed corn. I'm somewhat fearful, as I've said to my own board of directors, what this means for my grandchildren. Where is the next generation and who's going to teach them? Just so you don't think this is just Gus Steinhilber speaking, I'd like to read you a couple of resolutions our Policy and Resolutions Committee passed last Friday.

> *The National School Boards Association urges state school boards associations and local school boards to develop and implement a public information program which recognizes teachers for significant accomplishment and community service.*
>
> *The National School Boards Association urges local school boards in consultation with [special interest groups] to develop strategies to elevate the teaching profession and to provide professional fulfillment.*
>
> *The National School Boards Association supports the continuation of teacher centers in the concept of inservice and staff development to further promote professional development.*

I think we're back talking to one another on a very profitable, and I hope fruitful, future. But once again, and I started with this warning, we tend within our area to bicker between and among ourselves. I would urge you not to fall into that kind of rhetoric because there are a lot of individuals, groups and organizations out there who will only feed on that kind of internal fighting.

". . . WE'RE BACK TALKING TO ONE ANOTHER ON A VERY PROFITABLE, AND I HOPE FRUITFUL, FUTURE . . ."

U.S. DEPARTMENT OF EDUCATION

Milton Goldberg

Third General Session
Thursday, February 11, 1982

"National Commission on Excellence in Education"

Let me take a minute to redress a wrong. I was just described to you by Allen in terms of some recent experiences I have had here in the federal government. I've had some other experiences which in the long run are probably in better stead and I'd like to talk about those for a minute or two. I spent most of my professional life doing the things that various individuals in this audience do. I've been a classroom teacher in the Philadelphia Public Schools. I was an elementary school principal in Philadelphia. I also was Director of Curriculum and Executive Director of Early Childhood Education in Philadelphia, and in that capacity, was partially responsible for the building of the first teacher center. I suspect its probably important to say that to this audience.

What I want to do now is talk a little about the Commission. The Commission was created, as you probably know, about six or seven months ago and announced formally by the Secretary in August, partly in response to what seemed to be a growing public demonstration of concern about the quality of education. I don't have to tell you about where those demonstrations were occuring or where the words were being written, but let's just remember a couple of things that happened in the last year or so. For example, you remember the Newsweek cover with the twisted pencil and the school house in the background, and articles about the quality of education, and most particularly about complaints about the quality of teaching. But Newsweek was just one major medium that was responding to what was apparently a national perception of decline. There was the Wall Street Journal - it suddenly became an educational periodical and a whole series of articles began to appear, very conservative in nature, about the decline in excellence in American education.

Let me briefly describe to you what categorized those complaints, in my opinion, about American education. They seemed to me to fall into three categories, if you read the press throughout the country. One category was the whole test score business - complaints about SAT scores, problems with literacy or illiteracy and so on - mainly referring to what tests were telling people and what people were deriving from those tests, and that was a perception of decline. A second category of concern people were expressing were concerns about the environment of the schools - the standards of the schools. They had to do with what does

a college diploma mean. Does it mean as much as it used to? Why are fewer youngsters taking foreign languages than they used to? What is the relationship between what colleges expect and what high schools teach? Why are grades going up apparently in American high schools over this past decade while SAT scores have gone down? The public press was declaiming a sense that there was something amiss in the environment of the schools. The third category, not to anyone's great surprise, was the quality of teaching. If you read those articles, there wasn't one that didn't in some way talk about public perception that somehow things weren't as good as they ought to be in the teaching profession. So on the one hand, you had these general writings and perceptions that were appearing in publications. My guess is that they've appeared in many of the local papers represented by you in this room.

But on the other hand, we know that there are a lot of good things happening in the schools. Many more than the press is writing about and some of those things, while evident, are not clearly evident enough to the American public. Partly out of that concern about public perception of the decline, on the one hand, and knowledge that as a matter of fact there are clear examples throughout the nation of people who are coming to grips effectively with some of those problems.

"THE ISSUES ABOUT ENHANCEMENT OF EXCELLENCE IN AMERICAN EDUCATION NEED TO BE TACKLED AT ANY TIME IN OUR HISTORY, BUT PERHAPS MOST PARTICULARLY AT A TIME WHEN RESOURCES ARE SUCH A MAJOR ISSUE."

A perception of that whole reality led the Secretary to say, "Why don't we bring a group of people together who represent to a considerable degree, the major constituencies that make up the educational establishment and ask them to take a look at this picture, to get as much information as possible about as many of the important issues that confront education today, particularly related to the enhancement of excellence in education, to identify as much as possible effective responses that already exist to those concerns about excellence, and to say something to the American public about that in the next 18 months."

You ought to know that when the Commission was announced there were a lot of complaints about the composition of the Commission. The most prominent of which was James Kilpatrick who took the trouble to write a national column about the composition of the Commission and I'm proud to say that he even named me - as a mistake. His

explanation was that we weren't bad people, but that the problem was that we were all from education. We had spent our lives in education and therefore, we were responsible for the problems and that the only way to solve the problem was to get people working on it who hadn't been involved in education. The reason I say this to you is because Mr. Kilpatrick is not the only person who talks that way in this country today and leadership has to be demonstrated in order to be felt. I throw that out to you as a challenge. There are skeptics out there who believe that whatever problems exist in education are less likely to be resolved by those who have committed their lives to education. I happen to believe otherwise or I wouldn't be doing what I'm doing now and I believe you do to. I suggest you keep that in mind as you go about your business.

The Commission is a very disparate group of individuals made up of presidents of universities, the national teacher of the year, a couple of high school principals, the superintendent of a large city school system in the Southwest, the president of the National School Boards Association, a member of the Virginia State Board of Education, and a former Nobel prize winner for Chemistry who used to be the head of the Atomic Energy Commission, to name a few. A most remarkable and disparate group of people, each of whom has a particular strong interest in the improvement of American education and each of whom has a strong belief that improvement is possible. What we need to do, if you will, is come to grips with problems, recognize them and make appropriate recommendations for the resolution.

Now, how are we going about our business? We're doing a number of things which the Commission members have played a crucial role in helping to determine. This is a remarkably hard working group of individuals. The Commission had its first meeting in October. Every Commission member has already participated in at least three meetings of the Commission itself, either in full committee or in subcommittee. Each Commission member is doing the kind of thing that Jay does, which is get around and talk to people, listen to people, and hear what they have to say, and each Commission member is now beginning to get their schedules set up for a series of public hearings which we are going to hold across the country focused on specific topics that the Commission has identified as crucial to its charge. [A complete listing of hearing dates and topics and Commission members is at the end of this paper.] For example, the first topic is going to be Science and Math education. Its going to be held in Palo Alto, California on March 11 and Commission members will be present for that hearing. We are working with people in the local communities to help set up the hearings. We're going to have a hearing on an issue that you have concerns about - the whole area of teaching and teacher education. At the hearing in Atlanta our co-hosts are Lonnie Krin, the

Superintendent of the Atlanta schools and the Deans of the Schools of Education at Atlanta University and Georgia State. We're going to be working, hopefully, with a variety of groups, including teacher groups, in those various communities to encourage participation in those hearings.

We've tried very hard to take a look at the way in which other Commissions have or have not worked. We are not going about our business in a vacuum. We even went so far, and I think it was illuminating to the Commission, as to unearth a piece of work that was written by Tom O'Lannon about government commissions from Truman to Nixon and which of them have made a difference and which of them haven't. We have taken a look at that work as well as other works like it and we're trying to learn from those experiences about how we can be sure that what we do means something to the people who count. One of the things we learned is that no public hearing can even begin to get all the people to testify who want to testify. So, you've got to have a process to make sure that if people have something to say there is a way for them to get to say it besides a public hearing. We're doing that. For example, if there are individuals in this room or there are groups in this room who want to make a statement to the Commission regarding recommendations that you believe the Commission ought to consider regarding the enhancement of excellence in education, from a perspective you feel comfortable with, then you ought to submit that to the Commission and the Commission will read it and it will become part of their considerations. We're having public hearings, we're commissioning papers, we're doing an enormous amount of what I call outreach. I suppose there isn't a day that goes by that I don't meet with one educational group or another. They want to ask me about the Commission, want to complain about the Commission, or want to give the Commission ideas, and we welcome it. We try to get that stuff, absorb it, and see to it that the Commission will learn about it. We also get mail. I have received, personally, about 460 letters as of this morning, each one of which deserves and gets a personal response. Many of those letters have attached to it materials that say we want you to look at this, these are ideas for the Commission to explore. We take that seriously. Each of the Commission members is also getting letters, phone calls, ideas, and all of that. We're trying to get that fed into a process which will eventually result in something that's useful to people in the field. That's about where we are. We're underway, we're gathering information and data, and we're talking to people. We're trying to illuminate the issues that our charter lays out for us. Issues about the quality of teaching and learning in this country today.

I believe that its possible, in fact its vital, for us to be worrying about these issues even while budgets are being cut. I've been asked, quite appropriately, by some folks, why in the world would they have a commission when they are cutting all that money. Its my feeling, you'd

"IF THERE WAS EVER A TIME IN THE HISTORY OF EDUCATION IN THIS COUNTRY WHEN WE NEEDED TO BE A PROFESSION, ALL OF US A PART OF THE SAME PROFESSION, THIS IS IT."

better have a commission when they're cutting all that money because the issues need to be examined. The issues about enhancement of excellence in American education need to be tackled at any time in our history, but perhaps most particularly at a time when resources are such a major issue.

Let me say one last thing. I said earlier I spent my ladder years - L-A-D-D-E-R years, you know, rising up the bureaucratic ladder - in a variety of professions in education and at every level I met with a certain amount of skepticism. I met it from other teachers who said to me, "Milt, don't knock yourself out - the people upstairs don't care that much." But there were other teachers who said, "Do it. Knock yourself out." And, I did. Maybe not as much as I should have, but I did. And there were principals when I became a principal who said essentially the same thing. "It will work out. You knock yourself out, you care about the teachers, but after all is said and done, you're still a principal and they're still teachers." And I tried to behave differently. The reason I'm telling you that is because skepticism has always been, and even cynicism, a problem for us. I think we've got to battle it, particularly today. I think if there was ever a time in the history of education in this country when we needed to be a profession - all of us part of the same profession - this is it. I would like to suggest that if there are ways we can do that together, we ought to try.

THE SECRETARY
WASHINGTON. D C 20202

NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

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Professor of Chemistry
University of California
Berkeley, California

Jay Sommer
Foreign Language Department
New Rochelle High School
New Rochelle, New York

Richard Wallace
Principal
Lutheran High School East
Cleveland Heights, Ohio

National Commission on Excellence Hearings Schedule

Topic	Location	Date	Local Hosts
Education in Science, Mathematics and Technology	Palo Alto, Calif.	March 11, 1982	Donald Kennedy, President Stanford University Myron Atkin, Dean Graduate School of Education Stanford University
Language, Literacy, and Foreign Language Instruction	Houston, Tex.	April 16, 1982	Billy R. Reagan, General Superintendent Houston Public School District Raymon Bynum, Commissioner of Education Texas Education Agency
Teaching and Teacher Education	Atlanta, Ga.	May 12, 1982	Alonzo Crim Superintendent of Schools Atlanta Public Schools Sherman Day, Dean College of Education Georgia State University Barbara R. Hatton, Dean School of Education Atlanta University
College Board	Chicago, Ill.	June 23, 1982	dation President Emeritus University of Illinois
Education and Work	Denver, Colo.	Sept. 16, 1982	Robert C. Andringa, Executive Director Education Commission of the States
Education for the Gifted and Talented	Boston, Mass.	Oct. 7, 1982	

SOURCE: U. S. Department of Education

NATIONAL TEACHER OF THE YEAR

Jay Sommer

Third General Session
Thursday, February 11, 1982

"National Commission on Excellence in Education"

Indeed there are more teachers of the year than you imagine. I found a way of testing that. Every time I leave the school, I ask some of my colleagues how they feel and they say, "I'm exhausted," and I say, "There goes another teacher of the year."

I do share this honor with all of you involved in education whether you are teachers or do other things. I'm truly delighted to be here. It does my soul good to see that so many people of the educational family are here today. I think that this may turn out to be the wave of the future - principals, superintendents, members of different unions, parents, PTA members - everyone made his way here today and I really think this is the way we ought to approach the future of education.

Education confronts us with incredible questions - questions which have to be resolved. Yes, questions for which we have to really probe to find the answers. Is teaching a profession or a science? Is time a key variable in the learning process? Is learning ability determined by socio-economic factors or by heredity? Are high levels of achievement possible for all students? All these and millions of other questions will best be answered only if we realize that the nature of teaching and learning is as dynamic and as elusive as life itself. Surely there's a great deal that we already know about education but we have barely scratched the surface. Those who believe that we have all the answers to the educational questions are sadly mistaken. Reexamination, revision of teaching and learning, are not the reinvention of the wheel. They are the vehicle by which an educational system keeps pace with the constantly changing world. Every year, thousands of teachers are waiting impatiently for the guidance and instruction that will help them reevaluate and resolve many of the new problems that arise as a result of the dynamic nature of education. I believe that teacher centers have been and are at present one of the major sources where many of the educational dilemnas are resolved in a most effective and professional manner.

The reasons for this are quite simple. I don't believe that there is a team that has a finer pool of diverse educational experience. The teacher centers are without doubt one of the major educational reforms of the 1970's. Here is what a former U.S. Secretary of

Education, Shirley Hufstedler, had to say about teacher centers in her address to the 1980 AFT National Convention: "There are some who doubted the value of this concept but the results have belied their pessimism. The exciting productive programs that are blossoming at centers all across the country are striking evidence that nobody teaches teachers better than other teachers." She continues, "As every teacher knows, many programs described as inservice by people not on the firing line prove tedious, wasteful experiences. But the kind of training that teachers provide to one another is a vital and exciting service. That is the key to the success of the teacher center."

There is a great deal that teacher centers have already accomplished in their short existence and with rather limited funds, but it would be a mistake to assume that the centers have fully defined their total potential. Given the opportunity, the centers could address and redress a colossal number of problems and do it very well. The possibilities are truly fascinating. The teacher centers if properly examined can make a cynic a believer. As a matter of fact, I was not a very great expert on teacher centers. Two months ago I was told that I was going to be involved in something like this and I started reading with profusion. And, I made some very interesting discoveries. Teacher centers have accomplished things that you haven't even dreamed of yourselves. For example, as I travel about the U.S. I discovered that teacher centers were quite instrumental in uplifting teacher morale. Teachers are beginning to feel a lot better about themselves and their profession, and of course you realize that there are many, many reasons why teacher morale is quite low. Just think of all the things that were heaped on the teachers, including poor salaries. Who else but a former teacher is best able to mitigate the pain of being demoralized. They have been on that battlefield. They fought in that army and they know very well. So, what a fantastic by-product - to uplift the morale of our very, very important product, teachers.

"REEXAMINATION AND REVISION OF TEACHING AND LEARNING ARE NOT THE REINVENTION OF THE WHEEL, THEY ARE THE VEHICLE BY WHICH AN EDUCATIONAL SYSTEM KEEPS PACE WITH THE CONSTANTLY CHANGING WORLD."

Of course, I will just briefly mention that I am aware of the fact that teacher centers have done enormous things. They have solved lots of problems, for example, the retraining of teachers. I know before the teacher centers existed, a social studies teacher became an English teacher overnight and a foreign language teacher became a social studies teacher overnight without any training. Because of the teacher center, that is no longer necessary. We now have people who can be properly prepared, and incidentally with our new federalism and the drop in school population, this problem is far from being over. We are still going to have many people who are going to be transferred from junior high school to high school and although they may have been social studies teachers in junior high school, in many instances the transfer is traumatic. Its an entirely different existence to be in a high school from a junior high school and I think the teacher centers are able to do a wonderful job of preparing teachers for that transition. Curriculum revision: I think that the teacher centers have been able to focus on programs that work - that have meaning. Teacher centers have been able to identify gifted and talented students. They created workshops and the fascinating thing to me is that there are areas where teachers can receive individualized attention from other teachers. I think that's fantastic. I was thinking immediately of one of my chairmen that I had who was supposed to help me when I was a new teacher my first year at DeChilds High School - and she did. She wrote down four suggestions and I didn't see her for the next six months. So you see how crucial this one-to-one help can be for a teacher. You know more programs than I could enumerate because they are just endless. I think I counted in my last count something like 120 different things that are going on in different teacher centers and, of course, I am not going to dwell on them because I think that there is yet another more important matter.

I think that teacher centers will be the agents that will unify the diverse and torn community of education. Just today I mentioned it. You have board members, you have principals, you have superintendents, and you have community members. Where before have you met together in one group? We fail to realize how crucial that is - how important that is - how heavy the responsibility is on us all together because we cannot resolve some of the problems we have with each of us going in our separate way. This kind of relationship will have untold benefits. I am positive that the teacher centers will contribute as a result of this unifying force. By bringing together the people, you will contribute to a better education system. Whoever heard of bringing in people from industry into the educational community. Well, you have done it. Industry is now interested and I think that is such an important source for us. Whoever though of bringing in parents in small communities and large communities into the teaching center, into the teaching profession. You have done it.

They are there. They are expressing interest. Not only that, you are resolving problems no one dreamed of before - community problems that the educational family didn't want to touch.

But most of all, I believe that the teacher centers are going to save our public schools. Not at the expense of the private school. In America, I think we ought to believe that there is room for all education - both public and private. But its the public school right now that is on the firing line, and its the public school that needs saving now. I believe that the teacher centers are going to save our public schools. One of the reasons, of course, is that you are expressing a profound interest in education. Only those who don't want to see it won't see it, but those who want to, who are interested in education, can readily see that you are going to resolve some of things that were battling us for so many years. I have mentioned a few of them.

I would like to appeal, finally, to those who are instrumental in financing teacher centers, people on the state level and in the local communities. Please fight very hard and do everything you can to sustain and proliferate the teacher centers. Make them larger, make them more obvious, make them more potent and powerful, because doing that you are contributing to American education. You are contributing to democracy. You are contributing to the perpetuation of this wonderful land we live in. Please don't give it up - keep fighting. Even if it hurts, contribute as much as you can. I think that we have found the hidden marvel.

U.S. DEPARTMENT OF EDUCATION

Shirley A. Jackson

Fourth General Session
Thursday, February 11, 1982

I am very happy to be here with you this afternoon.

I feel like the Hodga who every year went before his people to make his "State of the Union" address.

The first year when the Hodga went before his people he said, "My people, do you know what I am going to tell you?" The people replied, "No Hodga." The Hodga then said, "Since you do not know what I am going to tell you, you are obviously not prepared to receive my message of such great importance." So the people went home.

The second year when the Hodga went before his people he said, "My people, do you know what I am going to tell you?" The people replied, "Some do and some don't." The Hodga then said, "Then those of you who do know what I'm going to tell you, tell those of you who don't know what I'm going to tell you." And, with that, the Hodga left.

The third year when the Hodga went before his people he said, "My people, do you know what I am going to tell you?" The people thought, then replied, "Yes, Hodga, Oh Great and Powerful One." Then the Hodga said, "Since you already know, this meeting is dismissed. There seems to be no reason for me to speak that which you already know."

Coming at the end of this conference which has presented such outstanding persons, I feel that you already know "everything that you wanted to know about Teacher Centers but was afraid to ask and maybe a little more.

These are times when a laugh is very good for your mental health. I'm pleased to be here to commend the work of an outstanding, discretionary program, Teacher Centers. I think that discretionary grants programs, are the most exciting and stimulating programs with which to work. I also think that the commitment and enthusiasm that you see in the discretionary grants grantees is different from the level of commitment and enthusiasm that you see in the formula grant grantees. I'm hoping that you will help to stimulate the block grants programs at the state and local levels in such a way that they will take on the aura, commitment and enthusiasm of the discretionary grants programs, with the concommitant excitement and the quest for "How can we do it better?", "How can we be more effective?", "What does the research say?", and "How can we use the research and other good ideas to improve our practices?" This is the cycle that I think most discretionary grants programs have gotten into over the years - a questioning and improvement cycle.

As you may remember from the Rand studies, as well as from your experiences, the big problem with Federal discretionary grants programs is that once the money is cut off, no matter how wonderful that program was, how effective it seemed to have been, most of the time the program disappears. The Teacher Centers Program has a very unique record along those lines. I think that Dr. Schmieder has done an exceptional job, probably the most exceptional job in the department of institutionalizing the concept of teacher centers. His quest for the institutionalization of Teacher Centers continues. The panel of distinguished superintendents invited here will give you their views on how to institutionalize the Teacher Centers. To accomplish this, we are going to go straight down the agenda, starting with Frank Driscoll, Superintendent of Oxford Public Schools in Massachusetts, followed by Betty Skupaka from Albuquerque Public Schools in New Mexico, and Ed Poore, Office of the Superintendent, Hernando County Public Schools in Florida. We'll start with Mr. Driscoll.

OXFORD PUBLIC SCHOOLS
Oxford, Massachuesetts

Frank Driscoll

Fourth General Session
Thursday, February 11, 1982

I am pleased with the opportunity to speak to all of you this afternoon about this concept of teacher centers.

My first acquaintanceship with the concept goes back to the writings, in the early 1970's, of Dr. Yaeger and Dr. Schmieder, and the Sunday columns of Albert Shanker. As a graduate student, studying the history of education, I recall a reference to an English Superintendent of Schools who had completed his journey in the field. He was affiliated with Leeds University and what he was attempting to promote to his school administration students at that time was to teach teachers to be the teachers of teachers. I think that is one of the positive contributions of the teacher center concept.

Very pragmatically, and as a superintendent, my interest didn't start in terms of teachers becoming teachers of teachers or teachers identifying what they needed to know, rather than the superintendent or the board of education. What I saw, as a small to medium-size school system superintendent, was an opportunity to bring those small towns together, and by joining together all those natural human resources, we could share what little wealth we possessed and collectively promote and enhance the quality of education for young people. In a sense that is what the teacher centers have been able to do, particularly in our kind of situation.

I think the next thing I should do is to set the scene in terms of Oxford, Massachusetts. We are the LEA for the French River Teacher Center and it serves 13 communities. The communities are, in terms of want of socio-economic status, poor, working class communities. We're located about 10-12 miles south of Wooster, going on down to the Connecticut border, and then going west to Sturbridge. The existence of the French River Teacher Center brought all of those communities together to begin to share in terms of common needs and goals.

Some of the things we did are the kinds of things you would expect us to do. We had one vocational school in that entire district and a staff of some 60-75 teachers. During the past three years, 23 of those teachers have earned master's degrees in some aspect of vocational education through the organizational and planning work of

the teacher center. Some 43 elementary school teachers have earned master's degrees in reading, once again planed and organized by the French River Teacher Center. They helped us to start a branch of a local community college in our community to bring the access of higher education to these working class people where formerly it had been too far to travel or too costly. They brought in a program called Dial-A-Tutor and it served over 1,700 children in a six-month period of time. Four nights a week between the hours of 5 and 8 p.m., youngsters could call in and ask a teacher for help and assistance with homework. The teachers didn't do the homework for the children, they just helped and assisted the children. Please understand that in some of these homes there are no dictionaries. There are no written materials worth talking about or sharing. The communication equipment in the home is a television set. The fathers and mothers were not educated to a point where they could be of assistance to their children when doing their homework. This Dial-A-Tutor program did that.

As I look back, and I'm not speaking demeaningly in terms of degrading the work of Robert Richardson, the director of this teacher center, because he has done a marvelous job over the last three years, but the things he has done, we expected to happen. There is, however, one very dramatic success story we want to share with you.

Some 22 months ago, the superintendent, the policy board, and the principals joined together to talk about our needs assessment, to review it once again in terms of where do we go next. In the needs assessment that was done as a part of the initial application for the grant it just stood out that there was a need for more information, more education, in computer technology. We discussed how we might go about doing this. Bob Richardson arranged for us to meet with some executives of Digital Equipment Corporation located in Maynard, Massachusetts. They are one of the large manufacturing outfits in this fast growth industry. As an outcome of that meeting with the corporate executives, we formed an alliance and we have been partners for the past 20 months.

Let me just briefly go over some of the things that have happened in terms of computer technology education in these 13 school districts during the past 20 months. First of all, we have acquired over $408,000 worth of hardware, software, and consultant time. They have trained our teachers so that in turn they may return to the classroom and teach the children. For those who are skeptics, not one of these teachers have been approached by Digital for full-time employment. They trained them and they left them with us. There are others who will tell you different versions of the same story, but in our instance, all of our people, all seven who have gone to Digital to be trained, for periods of one week to as long as seven weeks, have returned to employment in our communities.

Starting in the middle of April, 1982 we will be sharing a computer bus, purchased and equipped by Digital with $100,000 worth of equipment. The bus will be shared in our region for special needs students. In language that I can understand, we're talking about high school-age students who are mentally retarded but educable. Incidentally, we're sharing this bus with the city of Boston and you know when you are a poor, lowly community out in the midlands of Massachusetts and you can share a program with the city of Boston, that is success. Its almost like hitting 300. Again, the French River Teacher Center maneuvered all of that business and made that bus available to the schools for those youngsters over the period of the next several months.

In addition to providing services to the children in computer technology, we now have youngsters being trained in electronics assembly, Test-Tech, programming, data entry, data entry operating work, and word processing. Now as you know, those machines are $8,200 to $8,300 a piece and we have three of those machines they have provided for us.

In addition to that, in the past 14 months, we have trained 197 adults in six high technology occupations. Being with this audience today, I'm awfully proud to say to you that of the 197 adults trained, 34 of them were excess or RIFd public school teachers as of June, 1981. They went into a 420-hour COBOL training program leading up to the skill of junior programmer. Its interesting to note that of the 34 going into the program, everyone of them completed the program. They studied nine hours a day weekdays, Monday through Friday plus Saturday, beginning the last Monday in June, 1981 through the Friday before Labor Day. Of the 34 who completed this program, 15 were returned to teaching. There were more that were recalled but did not go back to teaching. Seventeen were placed in the technology industry. Recently we had some visitors from Washington, D.C. to see this program. They wanted to talk to three of the teachers who were trained but would not return to education, who had gone into the industry either in the manufacturing units or the users, and they also wanted to talk to three teachers who returned to education. We weren't privy to the interviews or conversations but we saw the preliminary write-up yesterday afternoon. The three teachers who went into industry were asked if they would ever come back to education. The answer was an almost violent NO. And of the three teachers who returned to education, they said they were happy to be back but feel they are doing a much better job today because of their background in computer technology.

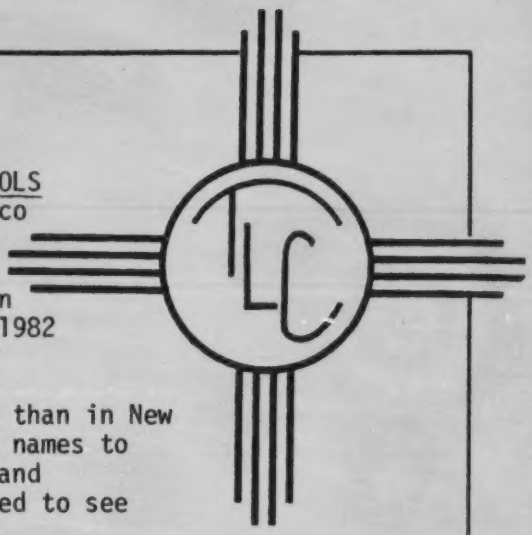
"THE WORK GOES ON, THE CAUSE ENDURES, THE HOPE STILL LIVES, AND THE DREAM OF THE TEACHER CENTER SHALL NEVER DIE."

We will continue to have these short-term training programs for adults and this has been made possible because our teachers have been trained by Digital. They provide us with the equipment and now we have added this additional resource in terms of our community.

Again, our teacher center did this. It wasn't the original goal or direction. They branched out a little bit, but they provided a service above and beyond to teachers. They have done a lot of other things in gifted child education, and that program, as well as others, has received a great deal of attention and acclaim. We are immensely proud of the concept.

One other thing I would like to say to Allen Schmieder. In my judgement he is really a great man and has done a marvelous job in pushing this entire concept.

In talking to all of you I've noted this terrible feeling of pessimism, like you're down and out. In conclusion this is what I would share with Allen and the rest of you. I'm going to paraphrase a statement made by one of Massachusett's favorite sons in July, 1980. The work goes on, the cause endures, the hope still lives, and the dream of the teacher center shall never die.



ALBUQUERQUE PUBLIC SCHOOLS
Albuquerque, New Mexico

Betty Skupaka

Fourth General Session
Thursday, February 11, 1982

I mentioned to Allen yesterday than in New Mexico there are two difficult names to pronounce and spell - my name and Albuquerque. I'm really pleased to see that you got Albuquerque right.

I too, like Mr. Driscoll, am very pleased to have the opportunity to come and talk to you about teacher learning centers. And, like Mr. Driscoll, the reason I am pleased to be here is because we have had such a good experience in Albuquerque with our teacher learning center. We know that there are several good reasons why we've had a good experience. First, we've certainly had good leadership from the state level under Mr. Jim Pierce, who has provided us with a lot of assistance, and I can't say enough good things about the director of our teacher learning center, Ruthe Duquette.

I was told that my topic today was to discuss with you my views on how to institutionalize teacher learning centers. I decided I couldn't really talk to you about that until I first made a few comments as to why teacher learning centers should be institutionalized. After being at the opening session last night and listening this morning to some of the speakers, I think that the why has already been answered. For example, David Imig talked about the seven crises in public education, and Marilyn Rauth talked about the need to preserve public education, not just improve it. I think those factors alone contribute to the why of institutionalizing teacher learning centers.

Of the seven crises that David mentioned, I'm just going to dwell on two of them very briefly. One of the crises that he mentioned is the aging of the population, and as I sat here listening to him talk, it occured to me that's us too. That's part of the problem because we're aging right along with everybody else and when you think in terms of the crises in education, you stop to realize that most of us, even those of you who graduated from college less than five years ago, were educated in accordance with the system that really may not have relevance for the new era that we are entering. And, of course, the other crisis that David mentioned was the technology explosion. The aging and the technology explosion, in my mind, are tied very closely together because our educations were based on how do you help kids learn to function in an industrial society and that really doesn't exist any more. We have entered a post-industrial age, the information processing age. Our education is not completely outmoded, but it means that all of us need to recycle ourselves. I'm not just talking about teachers either. I'm talking about administrators as well. I'm an administrator and I need to be recycled, because I got my education years ago and there are a lot of things I need to learn if I am going to administer in the school system that is going to be called upon to change instructional programs to meet emerging needs.

I would like to emphasize how important it is for us to spend our money on recycling the classroom teacher because the most important kind of recycling should be provided for those who are at the delivery level of instruction. I think it is up to us as administrators to make sure that recycling can become a possibility, particularly at the delivery level. Now, what's the administrator's role in that? I think that we certainly need to be aware of what the changes are going to have to be in public instruction. I think that we also have to have a really deep understanding of where instructional change occurs. It doesn't occur in my office. It doesn't occur in the principal's office. If there is going to be a change, it has to be made in instruction. It has to take place at the implementation level, and that is in the classroom. Administrators, I think, have to be sure that as we go about this recycling to meet emerging needs that we provide the support and the resources necessary for that to happen. I think that we, as administrators, also have to tell ourselves this: Its okay to have teacher learning centers; its okay to let teachers control their staff development destinies. We don't have to control everything. The teachers know what they want. They know what their needs are.

Another reason why I think we ought to institutionalize teacher learning centers is that upon looking at the Albuquerque statistics, I became immediately aware that we really had a mandate from the teachers that they would like to see the teacher learning center in Albuquerque institutionalized. In the summer, while teachers are supposedly on

vacation, we had 2,387 teachers who participated in activities at our teacher learning center. From September 1 to December 18, 1981, we had 5,108 of our teachers that participated in activities at our teacher learning center. We have 117 public schools in Albuquerque and of that 5,108 teachers who participated in our teacher learning center activities, 115 of our public schools were represented. Imagine, teachers from 115 of those 117 schools chose to attend staff development exercises at our teacher learning center. As far as I'm concerned, I consider that a rather specific mandate. I think the teachers are saying we like what is happening at our teacher learning center and when the federal money goes, we want it to continue.

Now, on to the business of the institutionalization and how we can make that happen. I hope you won't get angry with me for saying a couple of these things - you have been patient so far. As far as institutionalization is concerned, I'll start by saying, I don't think we should even consider a choice. We know that we must have staff development and every place where there has been a teacher learning center it appears that the teacher learning center has filled that need, and filled it well. But, in institutionalizing, first I think the centers have to be apolitical. I say this based on the experience we have had in Albuquerque. We know teachers belong to organizations. Some belong to NEA, some belong to AFT, and some belong to no teacher organization. I think that a teacher learning center, when it is institutionalized, must make it comfortable for all the teachers in the school system to come to that center and feel that they have some ownership in that center, regardless of their organizational affiliation or non-affiliation.

Secondly, I think that the agenda focus of the teacher learning center must always be on helping the classroom teacher, but not just simply to help the classroom teacher. I think that the bottom line in everything that happens in the teacher learning center must be based on how you help that classroom teacher be more effective in helping children learn, because the only purpose for the teacher being, or my being, or anybody else employed by the public school system, the only reason for our being is because there are kids out there who are in need of instructional service and we're required to do that as effectively as we possibly can. That doesn't mean that in a teacher learning center all the activities have to be academically oriented. I don't believe that at all. We hear a lot about how stressful teaching is, and it really is one of the most stressful kinds of professions an individual can go into. The teacher learning center may wish to provide activities that will help teachers deal with stress because that, in turn, will help improve their delivery of instruction to students.

"WE HAVE 117 PUBLIC SCHOOLS IN ALBUQUERQUE AND OUT OF THOSE 117, TEACHERS FROM 115 OF THEM CHOSE TO ATTEND STAFF DEVELOPMENT EXERCISES AT THE TEACHER LEARNING CENTER. NOW, AS FAR AS I'M CONCERNED, I CONSIDER THAT A RATHER SPECIFIC MANDATE. I THINK TEACHERS ARE SAYING, WE LIKE WHAT IS HAPPENING IN OUR TEACHER LEARNING CENTER AND WHEN THE FEDERAL MONEY GOES, WE WANT IT TO CONTINUE."

The third factor in institutionalizing, I think, is to do it on a phase-in basis. I really think that's one of the reasons why our center has been so successful. You start small and you debug as you go along. Just to give you some idea of what we've done in Albuquerque, this is our fourth year for our teacher learning center. The first year we served seven schools with 350 teachers and that year we had 1,025 participations in our activities. The second year we served 18 schools with 750 teachers, and that year we had 4,900 participations in the different activities. The third year we served 44 schools and 1,800 teachers with 10,500 participations in activities. And this year, I've already given you the data on that, over 5,000 participations from September 1 to December 18, 1981. I have not made any mention of the non-public schools but we do also provide services for the teachers in the non-public schools in our area.

Communication is another factor - communication within all levels within the public school realm. That means, teachers communicating to teachers what the teacher learning center has to offer. Communicating that to principals, to district administrators, the state department of education, our own local board of education, the community, and the legislature. Its very important to let our legislators know what it is that we are doing in terms of the activities at the teacher learning center. So we have to keep the lines of communication open, and make sure that we are doing everything we can to make all of these different people aware of the kind of service provided at the teacher learning center.

Another factor is visibility. I think its very important for people from the teacher learning center to attend board of education meetings, for them to have newsletters of their own, or if there is a district newsletter, to make sure that they get information about the center in it. I think that they should make sure that they have representation on district committees so that they can always speak from their perspective and be a part of feedback loops. That way their perspective will get into decisions that are being made.

I think also, the teacher learning centers have to be really prepared for accountability. Remember, I said just a moment ago that its okay for teachers to determine who controls their staff development destinies, but that doesn't mean remove accountability from them. I think its very important for teacher learning centers, if they are to be institutionalized, to have a predetermined criteria by which they will operate and will be willing to be held accountable.

Finally, I think if teacher learning centers are going to be institutionalized there are a couple of things that probably will have to change. I would not want to see the voluntary aspect of the teacher learning center activities changed. That is one aspect that has been a real boon to us in Albuquerque. I think that teacher learning centers, once institutionalized, must become an integral part of a total staff development program. That component, the teacher learning center, would maintain its voluntary essence, but it would no longer be considered supplemental versus supplantive. It would be considered an integral part of a total program.

What Mr. Driscoll said about pessimism really impressed me. I guess that maybe those of us in education survive in education because we maintain a lot of idealism and sometimes I think mine almost borders on the Pollyanna, but I really have a good feeling about the future of teacher learning centers. I think that smart school districts are going to institutionalize them. When you go back home you might remind them that if they don't have the bucks to do it all at one time, that there's always phasing-in. But in Albuquerque we have started a number of programs with federal dollars. Ultimately, the federal dollars were withdrawn and we institutionalized those programs. Do you know they were better than ever. They became better than ever once they were institutionalized because, for one thing, the directors didn't have to hustle year after year wondering where the dollars were coming from for the program next year. They could concentrate their time and energies on making the program quality. So, I say that all of us collectively should stay very idealistic because we know darn well that school systems have had a taste of what you have to offer and they are not going to want to give it up.

HERNANDO COUNTY SCHOOLS
Brooksville, Florida

Edd Poore

Fourth General Session
Thursday, February 11, 1982

I would like to speak first to what is written in your program for two reasons. One, I'm not distinguished, and secondly, I'm not a superintendent. I am, as of July 1, 1982, an assistant to the Superintendent for Employee Relations. I wish I could tell you more about that and what it means, but I'm not sure I know yet. Presently, I'm a high school principal and I hope that you will take that into consideration in regard to the remarks I'm going to make. High school principals are known to say some things that make people mad quite often and if I make you mad I hope you will come up after the meeting and tell me so we can be mad at each other.

In the state of Florida, teacher centers are not in very bad shape as far as funding goes. Florida was one of the first states to fund teacher centers and how that is done is a very complicated formula. I'll just tell you basically that each district receives $5.00 per student, $3.00 of those dollars must be spent on the teacher centers. I'm going to tell you in a minute how I think you can get the other $2.00 that the district may use in some other way.

In Hernando County, Florida - and I'll tell you that Hernando County is about 40 miles north of Tampa - we have an excellent teacher center. I know its easy for me to stand here and tell you that and you will never know whether we do or not, but I've seen it in action. Primarily that is because of the teacher center director, Mrs. Elaine Beeler. She does not stay in the center; she is in the schools and out in the district.

I'm a convert. Three years ago, I wouldn't have given you a plug nickel for every teacher center in the world because I was a high school principal concerned about the school and I did not understand how a teacher center could help me in relationship to students coming to school at 7:45 a.m. and leaving at 2:00 p.m., or how the teacher center could make that better for me. I had a teacher on my staff, however, that was a strong willed person. Herb, along with Mrs. Beeler, said, "Come here, buddy, and sit down. We're going to talk to you." We had a long talk.

Since that time I have tried to become involved and more knowledgeable about teacher centers and what they can do for schools. One of the

things I think is not talked about enough is what teacher centers can do for the students. I hear all the time what it can do for teachers and administrators and others, and that's good, but I feel the bottom line is that teacher centers help students.

With that in mind, I'd like to encourage you to do something. You do not have to use this method, but I think you need to go to your districts and find the people who are going to make the decision about funding for teacher centers. Make sure you have the right person because oftentime those that sit down and make the statement that this is the decision are being influenced by others. In any case, I want you to find those people, and once you find them, I want you to just grab them gently and pull them up close and personal and I want you to say to them, "This is a program that will greatly benefit our students and I want to ask if you are going to help me secure funds for that program."

I believe the funding is there. I believe it can be found. I think we need to help people who are making the decisions and I hope I will be in a position to do that soon. I think we need to help those people set their priorities, and that personal talk might do that.

"ONE OF THE THINGS THAT I THINK IS NOT TALKED ABOUT ENOUGH IS WHAT TEACHER CENTERS CAN DO FOR STUDENTS. . . I FEEL THE BOTTOM LINE IS THAT TEACHER CENTERS HELP STUDENTS."

U.S. DEPARTMENT OF EDUCATION

Shirley A. Jackson

Fourth General Session
Thursday, February 11, 1982

At this point the agenda calls for remarks from superintendents from the floor. Are there any superintendents who are in the audience who would like to offer an idea or perspective on institutionalizing the teacher centers and how to go about institutionalizing them? While you are getting up your courage and pulling your thoughts together, I think, again I would like you to give our panelists another round of applause. I think that they brought very different perspectives, very thoughtful perspectives, some of them even conflicting perspectives. But do you know why that's good? That's good because there is no one way to do it and what you really have to do in order to know how to sell your teacher centers is to look at what you superintendent or associate superintendent's profile may be in terms of what it is they are emphasizing and interested in. I'll point to one difference here to emphasize the point. Mr. Driscoll talked in terms of training to bridge into another area of employment as a viable role for a teacher center. However, I would think that if you brought that same idea to Betty Skupaka it would not fly, and I'll tell you why. Dr. Skupaka said that the focus of the agenda must be on helping the classroom teacher to become a more effective teacher - that, in her perspective is the role and should be the goal of the teacher center, school improvement. There's a difference in philosophy there, there's a difference of focus there and there's no value judgement that you can put on it. My only point is, when you go to walk and talk, tell and sell your teacher center program to the significant others, you really need to know what it is you have to offer that is appealing to the person to whom you are trying to sell the idea. One of the things that you do learn in working in the private sector, (working in the private sector was very helpful to me because I worked very closely with the marketing people) the first question to be answered is "Is it going to sell and to whom is it going to sell?" If you are able to deal with that, then the next question is "How are we going to package it?" I say, examine what you have to sell and how you are going to package it to sell. You must understand that your packaging and your focus for marketing must be custom-made for the person to whom you are going to market your ideas/program.

I think that as you are listening to the various perspectives on ways of institutionalizing your programs, you have to look at the needs and at the people that you're going to have to sell these ideas to - and you will have to sell your ideas - because there

are 30+ orther programs that are out there in the world trying to sell and say that they also have something good and exciting to offer to students. In your focus on institutionalizing your program you are in a new mode as educators - you are in a marketing mode. If you don't know anything about marketing it's worth your while to find out a little about how you market ideas because at the national, state, and local level, we are going to be into marketing in education. We once had a product that nobody said "no" to. We now have a product that many people are saying "no" to, as they vote down the tax referendums and as they vote to cut the education budget, so for survival we must have a new form of behavior.

Are there any superintendents, or superintendents' representatives, or high school teachers who are going to be associate superintendents that would like to make comments now? If not, I told Dr. Schmieder that I would field any questions you may have regarding the implementation of the Education Consolidation Act. I will be the chief executive in the administration of that piece of legislation as well as the Impact Aid Program and several other pieces of legislation. The regulations for the block grant programs will be published this coming Friday in the Federal Register (March 12, 1982). One of the things that those regulations will say is that if there is carry-over money in any of the antecedent programs (you are an antecedent program), come July 1, 1982 the decision-makers at the state and local level get to determine how they want to use that money within the confines of the new law. Which means, they can decide that they would like to spend that money for any of the purposes under the consolidation. You do understand that? That means, for example, that somebody could be making the decision now that from July, 1982 until whatever, whenever you think you have this money to spend, that they are going to take that money and use it in another way. When you go home, you really need to have some conversations about the anticipated use of carry-over funds. A communication today went to the Chief State School Officers that has an explanation of the use of carry-over of funds. There may be a lot of misunderstandings on carry-over if you don't know to clarify that point soon. It is in the purview of the law that any money that's left in any of those discretionary grants come July 1, 1982, can be used for the same purposes or it can be used for any of the purposes under the consolidation legislation.

(A QUESTION ON CARRY-OVER IS ASKED)

RESPONSE: The money will not have to go back to the state or come back to the national level. Is that your question? If you are a local agency with carry-over, you make the decision about the use of the money you have. If you are a state department of education and you have carry-over, you make the decision about the use of the

money you have. We will not be requiring that there be the 80-20 split that is subsequently required in the legislation. The consolidated funds, the new consolidated funds, require that 80% of those funds go to the local education agency and 20% stay with the state department of education. We will have the checks to the SEAs in the mail July, 1982. We already have about eight states that have submitted their criteria for the distribution of the money to LEAs. You know that each state must submit these to the Secretary for approval. The criter has to reflect what are called "high-cost students." The legislation identifies things such as sparsely populated and low-income populations as high-cost factors, but the state departments of education, working with an advisory council appointed by the governor, will get to determine what those high-cost factors are and consequently what the formula for the distribution of those funds will be. Based on that formula, 80% of the money will go to the local education agency. LEAs will have autonomy in making the decisions about how they will spend the 80% of their money within the purview of allowable activities. The money will go from ED to SEAs based on school-age population, 5-17.

(A QUESTION ON WHEN MATERIALS HAVE TO BE IN FROM THE STATES)

RESPONSE: We have not given the states a time requirement. Most of the states are very anxious to get their formulas approved and get their money out as quickly as possible. Every state has appointed a state coordinator for the consolidation legislation and we will have all those state coordinators in for a meeting on the NPRM and other administrative guidelines next month (March 28-30, 1982). We are not providing any deadline by which the state department of education has to appoint its advisory council. However, I would assume that they would do that rather rapidly because whether or not they get a check depends upon that advisory council having participated in developing the criteria for the distribution of the funds, so it's to their advantage to get started as soon as possible since they can't get the money until after that has occurred.

(A GENERAL QUESTION FROM THE AUDIENCE)

RESPONSE: The money is not in jeopardy that is coming from Dr. Schmieder's office. The use of the money for Teacher Center Programs may be in jeopardy - it depends on how you look at it. It may be that as of July 1, 1982 the money may be used for different purposes, but you will in fact get the total amount of whatever your grant obligation was for FY81.

(A GENERAL QUESTION FROM THE AUDIENCE)

RESPONSE: Institutions of higher education are not direct eligible applicants under this law. There are two aspects of the law where

institutions of higher education may be applicants. One, they may apply to the state and, secondly, they may apply to the local education agency. In regard to the carry-over funds, institutions of higher education will continue to administer their antecedent programs to completion. However, the funds cannot be diverted to other purposes and that will be so stated in the NPRM that will be published on Friday. One of the things that you will probably be disappointed if you like prescriptive regulations, these regulations are not directive at all. What you will find in the rules are due process procedures, but as far as the kind of regulations that have provided descriptive guidance, you will not find that. The regulations will be in keeping with the new federalism and the lack of an intrusive federal role in education emphasized by this administration. This means that you will have flexibility and the freedom to design your own programs and strategies without the encumberances of very directive rules and regulations.

WESTERN NEBRASKA RURAL TEACHER CENTER

Marge Curtiss

Friday, February 12, 1982

Luncheon Meeting: Introduction of Allen Schmieder

It is a special honor for me to represent my colleagues, the directors of teacher centers, in introducing Allen Schmieder who has a very special message to present to us this afternoon. It is, in fact, a double honor.

The first time I heard Allen Schmieder speak was in Chicago at the Great Lakes Symposium on Teacher Centers which Arnette Rauschel hosted in June of 1978. Allen certainly didn't fit my narrow concept of a bureaucrat - what with the mixture of poetry and "nuts and bolts;" necktie, but no socks! But his message and delivery captured me, my imagination, my enthusiasm - as it ultimately has many of us here today.

I heard Allen speak on at least two other occasions prior to his calling me at the Teacher Center in late June of 1979 to say he was coming to visit our Center. We were flattered and pleased that he was coming to western Nebraska. His real mission: to find out if we were serious or naive when we in essence said, "Send money," in our second year continuation proposal. But we were serious about our center and what it could and should do, and our brevity did not deter us.

Allen's visit that July preceded by only a few days a time of great celebration in our region - the annual wheat harvest.

[I want to digress a moment to say that I have been a land owner and wheat farmer for the past 30 years and find it easy to draw metaphors from this personal part of my life. Jinx Bohstedt memorably made this point at the Oakridge Teacher Center this fall when she encouraged us to bring something of our personal lives to our jobs. Incidentally, she developed a unique teacher center program activity by following this advice.]

Now, back to rural metaphors. We are here today celebrating a harvest. We must always leave some space in our lives for the celebration of those events in the past that bear fruit in the present - to take time to catch our breath and give a long look backward and forward.

What does it take to have a harvest? You have to prepare the soil by cultivating, fertilizing, irrigating. Then after acquiring the seed, you must plant it - and then strive to maintain optimum conditions for the sprouting plant. Nurture the growing crop by weeding, side-dressing. Monitor its progress. Keep the insects away! Use cross-

fertilization to improve the strain, if you dare. Then, finally, the plants produce a worthy harvest.

The harvest we're reaping and celebrating today is the result of much cultivation, irrigating, weeding, monitoring, and cross-fertilization carried on by many of the persons present. Each center represented here is definitely entitled to its own harvest celebration.

However, our collective celebration owes much of its special-ness to this gentleman, Allen Schmieder, who began preparing for this harvest long before most of us appeared on the teacher center scene.

We have heard of some of his activities at our general sessions these past two days. Those of us who have heard some of those 50 speeches he mentioned earlier have learned of some of his other careers as well. But as Allen has often said, some things need to be spoken again and again. And I feel it is appropriate for me to review again for you Allen's distinguished career in education.

During the past 10 years, however, his careers as athlete, geographer, university professor, and environmental educator have been subdued as he has devoted his seemingly endless energies to American education and in particular, the Teacher Center Program.

Throughout all this time, Allen's love for teachers and teaching have remained in the forefront. It is in his role of teacher and mentor that he has most affected me and the other center directors here. I have always esteemed most those teachers in my life who have set high goals and standards for me; who have subsequently given me help, shown me the way, supported me, but who have never backed away from those standards or given up on me, and who have inspired me to continue striving. Allen Schmieder is one of those teachers.

It is because of his continued confidence in us that we can <u>hope</u> to continue our role in American education - to meet the challenges offered to us at this celebration.

In opposition to "Gus" Steinhilber's earlier statement, I do <u>not</u> believe we have "eaten all our seed corn." For although around us some worlds may be dying out, others are being born. The fruit ripens on the trees, while the roots are silently at work in the darkenss of the earth against a time when there shall be new leaves, fresh blossoms, green fruit.

<u>Hope</u> is the growing edge! It is the incentive to carry on. And now it is time to think about the future, its knowns and unknowns, its excitement and challenges.

I'd like to present to you . . . Allen Schmieder.

U.S. DEPARTMENT OF EDUCATION

Allen Schmieder

Fifth General Session
Friday, February 12, 1982

For nearly half a century, each time we entered a new decade many educational leaders boldly predicted that the real age of educational technology had finally arrived and that it would cause immediate and dramatic changes in the way we educate children.

Just as regularly, the ever present doomsayers warned that the machines were going to take over and their mad creators would find new ways to spindle and mutilate us and our precious educational process - to say nothing of our innocent children. And there were always the cautious ones who gave comfort by assuring that these new mechanical wonders were meant only to be our servants and that they would not - as in the engenious Capek play, R.U.R. - replace us. Each time they dragged out the good old dependable simplitude that machines can never be better than those who program them and become their keepers and husbanders. And so "technical know-how," the one element in our progressive civilization that seemed to get better and better in every way and which helped to make a better and better life for almost everyone, became one of the most sure-fire, predictable nontrends in American education. Donald Bigelow, a wise veteran of the federal educational civil service, best summed up the nonimportance of this highly important potential power, when he once lamented, "If we could only make the damn microphones work and find a long enough plug to make a connection for our overhanding projectors (let alone diminish the 'keystone effect'), we would be making real progress."

But risking the possibility that educators have become so hardened by the regularly recurring cries about the technological wolf that they will be unable to now respond with the necessary passion and preparedness, many of us in the Teacher Centers Program firmly believe that American education is finally on the threshold of the decade of technology, and because of it, schooling will change more dramatically in the 1980's than it has in the previous century. It is not so much that computers and other gadgets have become interesting and seductive as to take over or that our students now know them even better than we do, but that we have entered an era of societal and educational revolution that demands that we find better ways to access and process information.

Change is accelerating at an accelerating rate. The classroom is already an estimated two knowledge generations behind the

cutting edges of science - and the gap is daily widening. In some technological fields, the body of knowledge and practice can change entirely in as few as three years. Ironically, I.B.M., which has been one of the major pioneers in the new technology, is now faced with the same problems that face us. At a recent meeting with some of the company's top staff developers it was reported that a decade ago their average "product life" was close to ten years and they had 10-14 months to prepare their personnel to market and service the products. Today, the viable life-span of many products is less than a year and the inservice training programmers have a week to ten days to accomplish what used to take over a year. The eminent authors of Teachers for the Real World which was published 15 years ago, argued strongly for closer cooperation between training programs in business and industry and those in public education. Maybe the time has finally arrived when their rationale and sound recommendations should become reality.

One of the most visible reflections of this accelerating change is the growing list of new subjects and approaches that society and its governing agencies are asking schools to deal with, e.g., special education for the handicapped, the new vocational education, education for the gifted, career education, consumer education, bilingual education, energy education, nutrition education, metric education, environmental education, multicultural education, biomedical education, global education, the new old math, the new basic skills, and over the next ten years, at least 100 more fields that will be of "absolutely critical importance to all Americans." Many educational leaders dismiss these new thrusts

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". . . MANY OF US IN THE TEACHER CENTERS PROGRAM FIRMLY BELIEVE THAT AMERICAN EDUCATION IS FINALLY ON THE THRESHOLD OF THE DECADE OF TECHNOLOGY, AND BECAUSE OF IT, SCHOOLING WILL CHANGE MORE DRAMATICALLY IN THE 1980s THAN IT HAS IN THE PREVIOUS CENTURY."

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as "bandwagons." They are badly mistaken. These new programs are for the most part true reflections of our rapidly changing world and each represents a serious educational challenge. Whether or not they are more a reflection of this accelerating revolution or of rising social expectations does not matter. They are of great importance to a large number of people and we have yet to establish an ongoing inservice educational system that can rapidly and effectively provide the kind of staff development that will be needed to ensure their effective implementation.

It will not be enough, however, just to establish an inservice education program that will provide "continuous retraining for all educational personnel." It will have to be the most modern, effective, technologically au currant kind of staff development ever devised by persons. It is essential that we finally take full advantage of the awesome technological capacity that this nation has developed over the last several decades. It seems unthinkable that any educators still believe that we can "keep up" without it, or that without it, we can realistically reflect the kind of new world we are preparing our children to lead.

Two personal examples will show how technology can make a substantial difference in this time of human and educational googolplexity. As a geography professor in the 1960's, I used 15,000 33mm slides to strengthen my teaching about the world. As I am sure you can imagine, the storing, cataloging, maintaining, effective mixing and utilizing of 150 carousels of delicate film and cardboard was quite a challenge. Every classroom hour of brilliant slide shows required 5-10 hours of outside preparation. With the new technology it is now possible for a teacher to place 7 times as many slides as I have in my large closet on a single video disc - one that can be held in the hand. Even more amazing, using this disc it is possible in a matter of minutes to array the separate entries into a desirable order - and an almost infinite number of combinations is possible. Example two: In preparing the foundation for a book about the Great Lakes, I spent five years analyzing data from sixteen decennial censuses. Today, with the help of computers, geographers are able in the course of a few weeks analyze the same data in ways that are 1,000 times more complex than in my original six-year study.

It is not just a matter of using technology to help keep up with rapid change. It is also necessary for teachers and their students to know how changing technology has caused us to substantially reform the way we think about the universe. If there were sufficient space in this short treatise, I would elaborate at great length on this subject. It has been generally ignored by educational leaders for twenty years and, as a result, there are many serious consequences that have yet to be discovered and confronted. The serious scholars - the so-called creators of the new knowledge - in most academic and scientific fields have been relying heavily on computers for more than a decade now. Because of that, the major disciplines in the university have become quite different from their curriculum counterparts in the schools that have, for the most part, yet to be impacted by this new emphasis. When you have machines that give access to what the "whole world" knows about a particular subject - machines that can help to organize and analyze millions of units of information, you begin to think about your field of knowledge in far different ways than in the past.

It is probably a less important issue than those already covered, but it should be pointed out that although the majority of jobs that school graduates will eventually compete for are computer-related, most schools give very little attention to computers in their curricula. (It should be pointed out that some school systems are doing a remarkable job in this area.) Any significant increase in the use of computers in the staff development of educators should, of course, help to increase their relative importance in the curriculum.

And now to the inevitability of it all. Caleb Gattegna, the great teacher from Spain who now works his wonders in this country, has spent a lifetime trying to figure out why kids love games so much but find schooling to be quite dull. He is convinced that we cannot only learn a whole lot about learning by watching children at play but that it is posisble to design educational programs that will excite children as much as their play. I think that the children themselves and the new R.U.R.-like games that are pervading every aspect of our lives have joined in a conspiracy to make the conversion, whether we want it to happen or not. And what a wonderful condition! In the last several years, mechanized games for children have become as much a part of modern society as the magic of the Beatles. They have become the principal gifts for special occasions and games rooms are now major meeting places for youth in shopping centers, motels, and other public buildings. And their substance has escalated from colorful ways to simulate sporting events to playing at beating the stock market, reorganizing the federal government, or redistributing the world resources. The young people not only love the intellectual challenges offered by their technical playmates but have become most comfortable with the knobs, the scratched screens, the rapidly moving images, and the funny sounds. It was curious to notice at an educational conference on energy that I attended, that the eight or ten different computerized educational programs on energy that were available for use by all the participants were swarmed over by the kids, whereas most of the adults in attendance stood in small groups, their coffee in hand, and exchanged wise views on matters much less closely related to the subject of the conference.

"The hearts of their human inventors were lifted - looking out the window, they noticed that the two young robots who were passing by were lovingly holding hands."

Teacher Center Resource Exchange
AFT 11 Dupont Circle Washington, D.C. 20036

AMERICAN FEDERATION OF TEACHERS

Patricia Weiler

Fifth General Session
Friday, February 12, 1982

"Teacher Centers: High Risk/High Pay-Off Projects"

Noting the dramatic scenario enacted from 1968 to 1978, it is not unusual to read in 1981 that a Chief State School Officer would cite the teacher center as "one of the most valid movements in education today." (Meador.) It was only a matter of time before federally funded teacher centers would become exemplary projects.

Educational leaders laid the foundation for these projects. In 1973, the New York Times published an article that called teacher centers "a major educational reform," (Shanker) while other teachers were still subjected to what was termed as "Mickey Mouse" inservice in districts around the country. In 1978 with the publication of the Teacher Center Regulations in the Federal Register, a new era was welcomed by educational teams throughout the country.

As we reflect on the experience of the past three years, questions must be addressed. Are the federally funded teacher centers effective inservice programs, and also, how do they differ from other forms of inservice? It seems that the answers to these questions are related. This paper will address these questions by highlighting available research studies on staff development. The following examination of the characteristics of federally funded teacher center projects and the implications from studies (McLaughlin, Lawrence and Harrison) will explain in part why teacher centers are destined to be effective inservice programs and alliances and coalitions must be established to protect them and insure their continuation.

COLLABORATION

Teacher center regulations mandate a governance board that is composed of a majority of classroom teachers, as well as representatives from district administration, the school board, and the participating universities and colleges of education. This radical departure from traditional inservice programs has made the policy board the trademark of teacher center projects. The Rand study emphasizes the importance of teacher participation in project decisions while Lawrence and Harrison suggest that "professional development programs are likely to be more successful if they involve teachers and other professionals in initiating, planning, scheduling and conducting professional development activities." Teacher Center

Policy Boards "appear to be viable structures for involving teachers in project decision-making." (Mertens and Yarger.) This unique governance structure builds in impressive shared decision-making options. In their recent study of teacher centers, Mertens and Yarger pointed out that policy boards are clearly operating in the area of project management.

Among teacher center decisions of critical importance is the choice of staff. Teacher center policy board members participate in the hiring process and make recommendations to the superintendent. In most cases, staff members are classroom teachers. Their proximity to the classroom gives them the credibility to elicit the confidence of other classroom teachers.

Not only are staff members classroom teachers, but in 25 percent of all activities, classroom teachers are facilitators. Teacher center staff members provided the instruction in 30 percent of all activities (Mertens and Yarger). Findings by Lawrence and Harrison suggest that "teachers and other professionals . . . should conduct professional development activities." The Rand study points out that teachers often represent the best available clinical expertise.

RELATIONSHIP OF THE INSERVICE PROGRAM TO THE CLASSROOM

Since the teacher center project is designed to address the needs of local teachers, policy board and staff members have adapted the focus of programs to meet these needs. Mertens and Yarger report that almost three-quarters (72.9%) of the programs addressed the needs of teachers as they relate to the needs of children.

In the same study, when areas were prioritized, instructional management was the first priority and basic skills was second. Findings of the Rand study state that it is important that professional learning be closely related to ongoing classroom instruction. Inservice activities that are separated from the teacher's day-to-day responsibilities seldom had much impact.

VOLUNTARY PARTICIPATION

Participation in teacher center activities is voluntary. Although the needs expressed by teachers for training in curriculum areas may be related to district, state, or federal mandates, teachers are not obliged to take part in the program. Approximately 40 percent of the teacher center activities take place during the working day (Mertens and Yarger). Although this study reflects recent data, a recent survey of urban teacher centers reveals little or no released time with the greater percentage of activities scheduled after school and on Saturday. This adaptation does not seem to deter teachers

from teacher center participation. Some teacher centers have waiting lists for certain sessions. This fact is one of the surprise elements supplied by the inventive and ingenious classroom teacher. Some experts concluded that "a center which attempts to service teachers without providing for released time and is more than 30 minutes away from the teacher's classroom is doomed." (Boyle and Grinder.)

When planning inservice, take into consideration professional obligations and schedule activities at times that do not compete with those responsibilities but rather, complement them (Lawrence and Harrison). Mertens and Yarger conclude that the very high level of voluntary participation in teacher center program activities definitely suggests that the teacher center is meeting teachers' needs. Programs that have "volunteers" as participants are more successful than those with "non volunteers." With a mandate, participants did not feel the need for the training and were resistant to the programs (Mann).

LONG TERM PROGRAMS

Teacher center program activities include long-range individualized plans for teachers (Kay), intense group projects combined with individual support programs (Ferris and Yarger) as well as courses for college credit (Jackson). In the study completed by Merten and Yarger, 69.4 percent of the activities documented by the teacher centers involved no more than one meeting. Multiple session activities spanning a period of one month or less made up 22.1 percent. Activities spanning more than five weeks made up 8.5 percent. Fewer than 15 participants attended 52.8 percent of the activities while 13.4 percent involved less than six participants.

Professional learning is a long term, non-linear process. In the Rand study, innovation sometimes took one or several years and time is a critical factor to be considered in the effectiveness study.

Further documentation is necessary to assess the teacher center programs. Some indication of greater emphasis being placed on long term is evident in the research project presently being implemented in the Chicago Teacher Center (Olson), the study of the long term effects of mini-grants (Mosher), and the technical assistance and teaching models fashioned by the New York Teacher Centers Consortium (Kay). It is quite evident that the federally funded teacher center program is a victim of the short term, 36-month life span. Researchers cite time as a factor in other programs where teachers were implementing change. In Teachers Adapt to Innovation, two outstanding teachers said it had taken them four years before they had gotten it all together (Schulz).

RESPONSIVE INSERVICE PROGRAMMING

Teacher center staff have a sense of urgency in their service of teachers. They have placed a high priority on addressing the needs of individual teachers with immediacy. When a teacher requests a service or particular resources, the "turn-around" time before response, if not immediate, is very short, and specifically designed for the individual teacher (Merten and Yarger). Teacher center directors emphasized this philosophy during the 1981 National Teacher Center Directors Conference in the session on "Field Agentry in Teacher Centers." Teacher center leaders visualize responsiveness as a factor in maintaining the classroom teacher's sense of efficacy. In the midst of odds mounting against him/her, he or she believes that he or she can get through to even the most difficult students (Rand).

Although further study of the quality and scope of teacher center services is necessary, it is important to understand the uniqueness of this factor in inservice programs. The Rand study emphasizes that teachers should have individualized training. Factors that play an important role in this individualization process are the learning rate and style as well as project staff support of the teacher (Rand).

VIEW STAFF DEVELOPMENT IN THE CONTEXT OF THE SCHOOL AS AN ORGANIZATION

Although the collegiality permeates the teacher center program in the study conducted by Merten and Yarger, there is no evidence of school-based staff development being carried out by the teacher center staff. This area needs further study. There are teacher center projects that have cooperating schools where the teacher center staff and the school staff plan the inservice together. One of the most effective is the Newark Teacher Center. At the Detroit Center for Professional Growth and Development, the inservice coordinator plans long range programs with school staff.

The implications of the Rand study make it imperative to consider organizational factors in the school site. Their findings also cite the participation of the principal in training activities. Some teacher centers have noted an increase in the number of administrators but this facet of teacher center programming must be another topic for further study.

In a choice between the university and the school, the school is the preferred location for an inservice session. If a teacher center activity was scheduled in a place that is conveniently located, Mertens and Yarger found that teachers were more likely to attend (84.8%). The largest number of teacher centers are located in school buildings

convenient for most teachers to get to within a reasonable length of time. In his early study, Lawrence (1975) pointed out that the school was a preferable location to a university. Larger schools seemed to have a greater success rate than smaller schools, also.

How does the teacher center program differ from other traditional inservice programs? Schmider and Lovett note that:

- Traditional inservice education programs are generally not directly related to teachers' most urgent needs, as teachers see them.
- Inservice education, regardless of quality, is generally provided in places that are far removed from where teachers teach, making it inconvenient and relatively unrelated to what is happening in schools.
- Inservice education has generally been provided for teachers by "experts" other than teachers. Consequently, its purposes have generally not facilitated interaction between teachers and encouraged sharing of successful classroom experiences.
- Similarly, most school curriculums are designed and developed by experts with little or no classroom experience, yet must be implemented by teachers. Some curriculum developers go so far as to attempt to design "teacher-proof" curricula.
- Traditional inservice systems are not designed to respond system-wide and quickly to urgent local needs.

Today as we reflect on the accomplishments of thousands of American teacher center leaders, we must applaud our successes but move on to even greater challenges.

Translate the data, the accomplishments and the success of your teacher center program into the vocabulary of other constituencies. The success indicators I highlighted and your statistics will be important as you form alliances and coalitions in your community and your state. Don't underestimate the work that you've done and the impact of your teacher center activities on the achievement of students in your district. Know that together we have been able to develop an effective inservice program for educators and parents, but it is still in its beginning stages. The 80's are a time for greater expansion and development for teacher centered inservice.

U.S. DEPARTMENT OF EDUCATION

Allen Schmieder

Fifth General Session
Friday, February 12, 1982

"The Expanding Energy Horizon"

There is a basic misunderstanding that we face in energy education. It is the overwhelming opinion that energy resources are limited and that as the world's population increases and as developing nations increase their energy requirements, there is going to be less and less to go around and someone's standard of living is going to have to suffer.

We are bombarded by the popular media and by leaders in all walks of life with messages about how we have to tighten our belts, make do with less. They say that the quality of life is declining and that our children are going to have to do with less than we had. They are trying to convince us that small cars, small houses, fewer appliances, and staying at home are all good for us. Our previous president said that the era of cheap energy is over. Others say that there is only a 10-year supply of oil left.

Well, those statements are pure, unadulterated hogwash. Resources and energy are essentially unlimited, at least for the next several hundred years. The quality of life in this world has never been higher, and it can be high for everyone, not just for Americans.

If that's true, why the problem? Why do most people believe all those untrue statements about resources and energy? Let me suggest several reasons. First of all, the media thrives on negativism - and maybe its because the public seems to like it. Secondly, almost all leaders thrive on crisis. It gives them greater importance. Unfortunately,

even many scholars are beginning to accentuate the negative. We have a capacity now with computers to project and extrapolate data as never before and we are projecting crises all over the place. Unfortunately, we have not given equal emphasis to analyzing and projecting our historic ability to create ten solutions for every problem.

Increasing Abundance

There's no such thing as a fixed amount of energy we cut up like a piece of pie, and when the pieces are eaten, its gone. Resources don't exist, they become. They are inventions of people's minds. The availability of resources then is primarily a function of literacy - of education - and not of the relative generosity of nature. Because of the high quality of American education, each of you, in fact, has surplus resources to be shared with other people. Much more than ever before. Anyone who looks objectively at the history of the world can clearly see that with increased literacy, resource abundance has gone up and up and up. The increase in resources has, in fact, significantly exceeded the increase in population.

There are three assertions that I believe strongly. One is that every individual has the capacity for genius. Second that the creative frontier, the opportunity frontier, in energy and other resource areas is expanding at an expanding rate. The third is that the quality of life has never been higher in the history of the world. You're living in the greatest civilization ever and much of its extraordinary success is due to the great efforts of people working in the field of energy. And its going to get better and better, not worse.

Creative Potential

Let me elaborate on the assertion that every individual has the capacity for genius. Psychologists say that if you took the neurons in your brain and converted them into computer components, that each of you would have a computer on your head the size of the Pentagon - which some say is the largest office building in the world. Each of you has a mental capacity that is equal to thousands of standard computers.

Some of us use that capacity better than others, but each of you has the ability to do something with it.

You have the genius to create resources, to create new sources of energy. The whole world of opportunity is open to each of you. Take almost any field of endeavor and you will see that we have just begun to scratch the surface of what is possible.

There are even whole new fields opening up to you. Cosmology - the study of space, is one. One of its sub-fields, remote sensing, has an amazing potential for raising the quality of life. Remote sensing is essentially the surveying of the surface of the earth from a high altitude. Let me give you just one example of the opportunity frontier opened up by remote sensing. About 35 percent of the earth's surface is dry or semi-dry. Though these areas are very appealing to humans because they are sunny and relatively underdeveloped, water is unavailable and expensive. Most dry regions are very gravelly, and almost every drop of rain that ever fell, over tens of thousands of years, is still there. But its underground, often thousands of feet down. And because it is not as valuable as oil, we can't go poking around, hoping to hit it. But now, with remote sensing techniques, we are able to determine exactly where it is located, and oil technology makes it possible to drill to depths of over 20,000 feet. That means that almost one-third of the earth's surface - some of its most potentially rich real estate - can now be fully developed.

Malthusian Thinkers

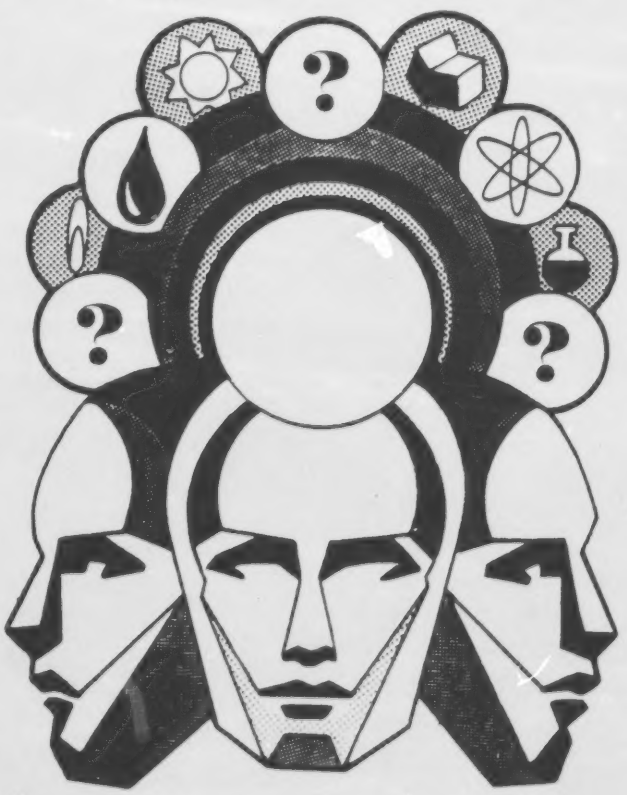
How many of you have heard of Malthus? Malthus was a British scholar in the nineteenth century who hypothesized that people reproduce geometrically (2,4,8,16) and resources reproduce arithmetically (1,2,3,4). Thus, the more people you have the less resources there are to go around. The standard of living, the quality of life, would then have to go down and down as more and more people were added to the world's population. I believe that his thinking has probably had a greater negative effect on the constructive development of civilization than any other in human history. I am convinced that 99 percent of educational leaders, 99 percent of political leaders, 99 percent of intellectual leaders, and even 99 percent of religious leaders are essentially Malthusian thinkers. That includes the past president who kept talking about tightening our belts and making do with less.

Well, Malthus was dead wrong. Resources reproduce at the same rate as people, and if education steadily improves - if literacy rises - resource availability will increase with increased population growth. There is enough food, for example, to feed 10 or 20 times the number of people currently living on earth - and this is possible with no improvement in technology. A very famous scientist estimated that "you could feed the world with food from the tundra, a place where almost nobody lives today." Another one said, "The Amazon Basin could feed the world." An estimated two-thirds of all living species - potential food - are in the ocean, and we don't even use most of them. I could provide twenty such additional examples.

There is no balance at all in the discussion about the future in terms of resources. The Paley Report, issued in 1956, said that we were running out of iron ore, that our major source - the Mesabi iron ore range - was near death. They also said that we would be out of oil in another decade. Now, 25 years after the funeral, Mesabi is still one of the world's leading producers, and 15 years after its projected demise, oil is still our leading source of energy.

Better Substitutes

We never run out of anything important. We always find a better substitute or a better way to produce more of it. I'm predicting that the OPEC nations are going to be left with much of their oil in the ground. If you looked at a map of oil and gas potential areas you would be surprised to find out that many of them have not even been explored to any great extent. Some experts have said that we have enough gas to last 2,000 years, if we can find a way to get it out of the ground. I predict that we will never have to use most of it. We almost always find a better substitute. Right now we're working on solar and geothermal and tidal energy. We're learning how to turn plants and even garbage into substantial energy resources.



There is also considerable opportunity in exploring how to make our energy efficiency higher. I saw on television recently that someone had built an almost frictionless car that gets a thousand miles to the gallon. Styrofoam coffee cups should remind you of how effectively we've learned to store heat - an essential element in the use of solar energy.

We have not become the greatest nation in the world because of our great resource base. We are the greatest nation in the world because we have the greatest political and educational systems in the world. We have created that powerful resources base - we have caused it to "become." The Soviet Union covers one-sixth of the world's land surface - and controls much more - but because of their lousy political system and inflexible educational programs, they have not been able to develop their resources to the extent that we have in this country.

Your students are the energy sources of the future. Don't accept a lesser life because of the ignorance of my generation. My generation thinks that resources are severely limited and they are not. I am not trying to say that we don't sometimes have problems or make bad judgements about resource availability and trends. I am trying to tell you that everything is possible for you, for this great country, and for the rest of the world. It is possible for everyone to have a high quality of life - now.

OVERVIEW OF WORKSHOP SESSIONS

Syracuse Area Teacher Center

SYRACUSE NATIONAL DOCUMENTATION PROJECT

Sally Mertens
Sam Yarger

Thursday, February 11, 1982

"Crystal Balling Teacher Centers"
From National Documentation Data and Rand Study Data

Two studies conducted in connection with federal education projects have particular importance for teacher educators. The first, the widely-cited Rand Change Agent Study (Berman and McLaughlin, 1975), entailed survey research in 293 federal projects (Title III, Vocational Education, Bilingual and Right-to-Read) operating in school districts across the country and subsequent, in-depth followup field work in 30 of these projects. The Rand Study produced detailed analyses of factors which seem to facilitate efforts made by school districts to move toward new objectives. The recently reported Teacher Center Study (Mertens and Yarger, 1981) also has importance for teacher educators. This two-year study of 53 federally funded teacher center projects across the country provides an aggregate description of inservice programs that emerge from a focus on and a structure (teacher center policy board) for addressing teacher-perceived needs. The link between these two studies is the major Rand finding that successful Change Agent projects operated essentially as staff development or inservice education projects (McLaughlin, 1976). Of particular importance to students of and practitioners in inservice education is that there is virtual congruence between the two studies in the findings relevant to inservice education. These points of congruence were presented to develop a context for a discussion of responsive inservice.

Congruent Findings

The following inservice program features were found in both more effective inservice (Rand Study) and in inservice responsive to teacher identified needs (Teacher Center Study).

1. Administrators and teachers make joint decisions about needs and project activities.

2. Inservice activities are directed at teacher-identified needs to assure programming relevant to current classroom needs.

3. There are resources for timely response to teacher-identified needs.

4. Small-group programming is central to the inservice program.

5. "Hands on/concrete" experiences for teachers are central to the inservice program.

6. Local people, especially teachers, are used as a primary resource in facilitating inservice activities.

7. Inservice activities are conveniently scheduled (i.e., not after school).

8. Resources are available to provide on-going support for individual teacher needs.

9. There is an emphasis on local materials development.

10. Resources, such as release time and money, are available for individual teacher use.

11. Participation in inservice is voluntary.

12. There are opportunities for informal peer interaction.

13. The point of view that teachers are professionals pervades the school district.

The Importance of Responsive Inservice

Teacher centers have been seen by some as a radical approach to inservice education. Historically, traditional inservice programs for teachers have been developed on the premise that inservice is important to the extent that it serves as a vehicle for meeting education objectives as determined by state legislatures, school boards and college faculties. In contrast, teacher centers have evolved from the premise that the appropriate foundation for inservice education is teacher-perceived needs. As such, teacher centers have been viewed by some as a threat to the education establishment. Additionally, teacher center advocates in their enthusiastic zealousness have sometimes not been helpful in allaying some of the establishment fears.

In contrast to teacher centers, the Change Agent projects were traditional in that they were establishment based. Each of these federal projects supported very specific instructional agendas at the district level. The staff development components of these projects were seen as vehicles for achieving new district goals. Unlike teacher centers, the Change Agent projects were not initiated with the intent

to provide a new type of programming for inservice teachers. But the Rand Study found that the more successful Change Agent projects had, in fact, operated with a new approach to staff development.

The Rand and Teacher Center studies dovetail in providing a description of a new approach to inservice education. Although the features of inservice that emerged from the Rand and Teacher Center studies are strikingly similar, it is important to highlight the fact that the orientations of the federal projects that provided the data for these studies were very different. This is the important point for inservice educators. The congruent findings from these studies support the value of inservice developed in response to teacher-identified needs, whether the goal of inservice is to implement a specific district agenda or whether the goal is simply to provide professional support for teachers. Teachers are not only receptive to responsive inservice (Teacher Center Study), responsive inservice can be viewed as crucial to efforts to implement instructional improvement agendas developed by school districts (Rand). In short, the "basics" in responsive inservice should be considered basic to district efforts to improve instruction. These "basics" can be succinctly summarized:

1. Relevant inservice. Probably too much controversy has surrounded the issue of whose needs are going to be met. A mentality has existed that if teacher needs are met, then ipso facto other objectives are being ignored. Likewise, when the focus has been on using staff development to implement broader agendas, teachers have felt their concerns have mattered little. In actuality, broad instructional goals and teacher needs are intertwined. It is indeed possible to offer responsive inservice that is relevant to classroom concerns within the context of goals that transcend specific classrooms. Furthermore, the likelihood of meeting district goals, for instance, is diminished if concerns of classroom teachers are not addressed.

2. Credible inservice. This dimension cuts across both the substance and delivery of inservice. To be relevant, inservice must relate to current classroom concerns. But relevance itself is not enough. The inservice substance must be presented in such a way that teachers view their investment of time as worthwhile. Teachers should come away from inservice activities with ideas, skills, and materials that can be used in their classrooms. Inservice should be

highly focused and have practical application. The professionals providing inservice should offer direct experience and involvement, and they should be available over long periods of time.

3. Accessible inservice. Inservice programs should be available when and where teachers can take advantage of them. Any individual teacher should have access to inservice support even though other teachers may not have the same need at the same time. This requires a system for providing on-going support, both human and material.

4. Collegial and supportive environment. There should be day-to-day collegial and administrative support for professional improvement. Teachers cannot be viewed by inservice developers as bodies to be processed. Rather, teachers must be consciously and honestly included in all phases of inservice planning. There simply is no way an inservice program can emerge as relevant and credible if teachers are excluded. Ideally, concern for professional and instructional improvement should permeate the school environment.

Summer 1982 will see the end of the availability of federal money to support innovative, district-initiated change projects as well as teacher centers. But school improvement and inservice education will continue to be concerns that must be addressed by school districts and colleges of education. Hopefully, the findings from these two studies of federal projects will find their way into the mainstream of inservice thought and practice. Responsive inservice is not a panacea but it is certainly a good foundation for efforts to improve professional practice and instruction.

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Teachers' Centers Exchange

TEACHER CENTERS' EXCHANGE

Bill Hering
Ken Howey

Thursday, February 11, 1982

"Collaborative Research on Teacher Centers"

In 1979 the Teachers' Centers Exchange, working through the Far West Laboratory for Educational Research and Development, began a program which provided awards for the conduct of collaborative research on exemplary teachers' center practices. The program, which was supported by the National Institute of Education, is now completed. A fully summary of the results is in preparation and will be available in April. This brief overview is provided for participants at the National Teacher Centers Conference and other interested persons.

The intent of the program was to conduct research that is collaborative in nature and which explored exemplary practices in experienced teachers' centers. Such research should be of direct use to those who operate or otherwise support experienced centers as well as to new teachers' centers which are developing programs. To accomplish this research, a collaboration of researchers and practitioners was sought. This required the participation of staff members and participants from experienced teachers' centers with a reputation for success, and the participation of skilled researchers who could collaborate with these practitioners on mutually agreeable procedures.

The Exchange sought the advice of teachers' center practitioners, experienced researchers with an interest in staff development, representatives of the organized profession, staff of state education agencies, and the Department of Education Teacher Centers Program staff in developing a list of suggested research topics. Four areas were identified: (a) Teachers Center Programs; (b) Decision Making in Teachers' Centers; (c) The Relationship of Teachers' Centers with Other Staff Development Programs, School District Activities, or with the Larger Community; and, (d) The Effects of Participation in Teachers' Center Programs.

Four rounds of competition were announced from April, 1979 through November, 1980. A total of 55 proposals were received and reviewed by field readers representing the research community, the teachers' center network, and the organized profession. Fourteen proposals were funded; the average amount of support was $18,200. [Three of the summaries follow this paper. These were written by the individual project staffs.] Copies of the full final report may be obtained by contacting Teachers Centers Exchange.

chicago teachers' center

CHICAGO TEACHERS' CENTER

Gerald Olson

Thursday, February 11, 1982

"A Study of The Active Staffing Process of A Teachers' Center"

Principal Investigator: Dr. Margaret A. Richek

Research Associate: Inez H. Wilson

RESEARCH PROBLEM

Teacher centers have the potential to be settings where teacher concerns can become starting points for reflective thought and professional growth. In order to provide this kind of support, a center would need a staff of experienced teachers who could actively and emphatically engage center users in discussions about their work. Such conversations would involve raising questions, suggesting options, or examining unstated assumptions.

In this study we researched how center staff and teachers actively interact with one another in order to reflect on issues about the teaching/learning process as it relates to curricular concerns. It is assumed that if teachers in a drop-in facility were approached by active staffers, more meaningful involvement would take place. Since a definition of active staffing is crucial to an understanding of these interactions, we focused on two questions: (1) what are the defining elements of active staffing from both the staff member's and the teacher's perspective, and (2) what is the role of an active staffing program within the context of a teacher center.

METHODOLOGY

The concept of active staffing was documented through the collaboration of an experienced teacher-center staffer and a university researcher. This staff member employed the active staffing process in the center two days per week for four months and wrote detailed logs of encounters with nine subjects, which served as the data base for the study. Other staff members at the center participated in the active staffing process and its documentation. Written logs, reflections, and conversations were analyzed by the research team. To obtain preliminary estimates of teacher growth, baseline data of center users were gathered through a questionnaire and telephone interviews. At the end of the active staffing phase of research, teacher participants were also interviewed by telephone.

RESEARCH FINDINGS

Defining Elements of Active Staffing

Our analysis of the data revealed that the active staffing process can be divided into four stages. First, when a staffer responds to an initial request, emphasis is placed on establishing rapport and mutual respect. Second, in the process of assisting a teacher the staffer explores latent or underlying reasons for the manifest request or gives a broader perspective to the concern. This dialogue provides focus to the inquiry. Third, a variety of strategies are used to jointly solve the problems posed. These include: brainstorming, discussing possible instructional activities and principles, diagnosing childrens' needs and individual differences, and considering appropriate resources. Fourth, contact with teachers is maintained by inviting the teacher back to share classroom outcomes, offering to visit the teacher's classroom, and being available for further consultation.

Guiding Principles

Several principles guided the active staffing process. First, active staffing was seen as a process that the staff and teachers create together, which means there must be openness on the teacher's part and an ability to foster dialogue on the staff person's part. Second, the active staffing process focuses primarily on ways of thinking about learning and teaching and the meaning of classroom activities for the teacher. Third, teachers bring a wealth of knowledge from past and current classroom experiences to active staffing encounters and these can serve as building-blocks for professional growth.

Active Staffing in Context

Finally, the active staffing process in this study was bounded by certain constraints. First, teachers who visited the center came from a variety of school situations and settings, and these contributed to the complexity of the interactions between staff and teacher. In some cases, participants were under severe stress. Second, in order for a teacher to function effectively as a staffer, he/she must be able to draw upon a rich base of knowledge about human development as well as theories of learning and how they apply to specific classroom practices.

SLMTC

ST. LOUIS METROPOLITAN TEACHER CENTER

G. Wayne Mosher

Thursday, February 11, 1982

"Individual and Systemic Changes Mediated By A Small Educational Grant Program"

The St. Louis Metropolitan Teacher Center is one of several centers funded by the U.S. Department of Education Teacher Center Program. The major thrust of the center is to provide opportunities for inservice education that are based upon teacher identified needs. The program has two major components: Inservice workshops/courses and Minigrants.

This study focused on the Minigrant Program which provides small amounts of funds (up to $750) for individuals to use in developing specific educational projects. The impetus for the study originated with the Policy Board and the author's curiosity regarding teacher involvement in projects they themselves design. A proposal entitled The St. Louis Metropolitan Teacher Center Minigrant Program: A Case Study was submitted and subsequently funded by the Teachers' Center Exchange Mini Award Program for Research on Experienced Teachers' Centers in September, 1980.

The initial problem posed for the study was what impact have minigrant projects had on project developers and the educational systems they represent? The research had three major objectives: 1) to determine the impact of participation in the program on project developers, 2) to determine the impact of participation in the Minigrant Program on systemic innovation and change, and 3) to develop a more basic understanding regarding what happens to projects after the conclusion of funding. These objectives prompted several "foreshadowed problems" (Malinowski, 1922) which were initially helpful in guiding the research.

Ethnographic methods were employed. Data was collected through participant observation, recorded interviews and examination of documents. The "triangulation" (Denzin, 1970) that results from multiple methods supported the research objectives outlined earlier. All participants gave their informed consent and the researcher gave assurances that their anonymity would be protected.

The findings are protrayed through a descriptive narrative which takes the form of extended case studies and discussions of data across the forty-nine (49) projects in the study. The following implications are noted at this time:

1. Teachers in the study developed projects which were based upon needs expressed at several levels: classroom, building, and school district;

2. Teachers not only designed useful materials and workshop programs, they experienced a good deal of learning about curriculum, instruction, working with others, implementing projects with students and developed confidence in themselves as professionals;

3. For many project developers, completed projects provided high level of satisfaction and a sense of accomplishment which in turn served as a platform for formulating future goals and actualizing new activities;

4. Teachers who were involved in curriculum development projects exhibited the strong tendency to design materials that were grounded in the realities of classroom instruction (i.e., needs and interests of students, classroom organization that facilitates small group study and individualized attention, student responsibility for learning);

5. Many teachers behaved as "researcher" of their own curriculum practices which in turn set the stage for curriculum development within their own projects;

6. The Teacher Center and its Minigrant Program served as a catalyst for teacher involvement in projects that lead to knowledge of teaching and learning on the part of the participants; and

7. Projects demonstrated positive impact at classroom, building, and school district levels which suggests the hypothesis that teachers can influence systemic innovation and change through their involvement in educational projects they, themselves, design.

The researcher considers this study to be an initial step toward a theory of school improvement based upon the involvement of teachers and other professionals in self-initiated educational projects.

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

Theresa Lorio

Thursday, February 11, 1982

"Collaborative Research: A Summary of 14 NIE Supported Research Projects on Teacher Centers"

The Detroit Center for Professional Growth and Development was a recipient of one of the 14 NIE supported grants to study experienced teacher centers. The Detroit Center had recently experienced a change in its governance structure and wanted to ensure that an in-depth look at the changes that had come about as a result of that change would be documented. It was with that thought in mind that research was undertaken in "The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teacher's Center."

The Detroit Center governance board and center staff knew for some time that the state legislature was about to mandate a change in the composition of policy boards. After much protestation, the governance board of The Detroit Center complied with the State of Michigan mandate by expanding the policy-making board to include a majority of teachers. Each of the members had felt that it was illogical to tamper with success and had worked diligently to have the governance structure "grandfathered" as a legal board. They felt that, since each of the members had veto power, each of the members was in fact in the majority position. Because the veto had never been used, it seemed senseless to expand a board that was already protecting the rights of all of its constituencies. This study carefully examines the impact that the change in the governance structure had/has on the function of the policy making body, the operational design, and the programmatic thrust of the center.

The following questions were addressed:

- Can a successfully operating center continue to fulfill the needs of its constituency with an expanded policy board?
- Can an eleven-member policy board operate as efficiently and as effectively as a five-member board?

- What effect will changing "horses" in mid-stream have on a successfully operating center?
- What differences can be noted in activities, participation, and evaluation?

The study minutely examined the agendas, minutes, and data bank on program characteristics that have been collected over the past five years. In the first four of those years, there was a five-member governance board; in the fifth year there was an eleven-member policy board that included a majority of teachers. The major findings of this study are briefly outlined below.

* The number of board meetings per year decreased slightly after the change. No special meetings were held in the fifth year. One attempt was made to reschedule a cancelled meeting.

* Agendas became less complex in the fifth year. Early agenda outlines often contained explanatory information; later agendas were usually just the outline. This may be a function of experience.

* Minutes of the meeting remained thorough over the entire five year period. Handout material remained at a constant level.

* Funding and budget concerns remained the prime topic for board consideration. Maintaining funding was always part of the discussion. Coping with budget cuts became a problem in later years.

* Obtaining released time for teachers was a recurring issue in the fifth year.

* Teacher members were major participants in motion formulation in all five years.

* There was very little controversy or disagreement among board members on issues. No veto was ever used.

* Board decisions primarily affected budget, which in turn, affected program decisions. Program decisions, however, remained in the hands of the staff, with input from advisory committees and requests from the field.

* Even with significant changes in program planning such as length of activity, no significant changes were evident in participation and evaluation.

The Detroit Center for Professional Growth and Development began its service under a five-member board that represented top-level personnel from five initiating organizations: Detroit Public Schools; Detroit Federation of Teachers: Organization of School Administrators and Supervisors; Wayne County Intermediate School District; and Wayne State University's College of Education. This Board was successful in developing a viable center because they had established a common goal - that of providing relevant, planned staff development activities for and with Detroit educators that are designed to increase staff competence and raise pupil achievement. Staff was hired to work toward attainment of that goal. The Board delegated authority for program development to center staff and reserved policy decisions for the Board. These decisions, with or without a majority of teachers on the Board, predominantly concerned funding and budget. Without funds there would be no program. Thus, Board influence on program has been indirect through their efforts at continuing center funding. The new Board functioned in a similar manner as the original Board. The lines of communication remained the same. The quality of program remained high.

This research project provides a number of spin-offs or bonuses. The first bonus is the five-year data bank on program characteristics - 587 Field Consultant Services activities; 182 Mathematics Education Resource Center activities; and 157 Reading Resource Center activities - which provides a vast source of data on inservice workshop activities provided by a teachers' center.

In addition to the characteristics included in this study, information on the topic of each activity is available. The current research used only "time" as an independent variable for analysis purposes. The relationships between/among planning, participation, and outcome characteristics should be pursued. It would be possible to use the data to answer specific questions about the relationships among selected characteristics.

Some questions of interest might be:

- Is length of session related to perceived usefulness of activities?
- Are long-term activities perceived as more useful than short-term activities?
- Are activities that cover similar content equally valuable when presented for the staff of one school or as an open workshop?
- What kinds of activities and consultants attract senior high school participation?

Here is a perfect opportunity to invite collaboration with educators interested in inservice education in general and teachers' centers in particular. We would invite others to suggest specific lines of inquiry that would make use of the capabilities of this established data base.

Perhaps the greatest bonus issued from the fact that we had taken the time to examine very carefully where we had been, what we had done, and how we happened to get to where we are today. It was at once a humbling and yet uplifting experience. We reaffirmed that we were right to believe that it was essential to work in a collaborative, collegial, and cooperative mode toward a common goal with persons dedicated to the service of educators and students.

We are heartened to know that this research is most timely for centers faced with questions of change as a result of their attempts to become institutionalized. We have shown that change is least disruptive when the persons involved are dedicated to a single purpose, that of ensuring that educators are provided relevant, well planned staff development experiences.

Ted Andrews
Carol Lewis

"Implications of the Education Consolidation Act for Teacher Centers and Staff Development: Developing Specific Action Plans"

Purpose of the Session: To enable participants to study and experience appropriate procedures to obtain consolidation funds for staff development activities.

The School District:

Your district is a middle-sized urban school system. It has a higher-than-average drop-out rate when compared to other districts in the state. State assessment test results demonstrate improving reading scores but mathematics mastery is not improving and is not considered satisfactory in the seventh and tenth grades.

The student population is 59% White; 33% Black; 5% Hispanic; 2% Asian, and 1% Native American. The racial composition of the staff is 81% White; 16% Black; 1% Hispanic, and .5% each Asian and Native American.

The system has 49 elementary schools, 7 middle schools, 2 senior high schools and 2 alternative schools. There are 13,000 elementary students; 3,500 middle school students; and 7,000 in senior high schools.

The staff is composed of 500 elementary teachers, 152 middle school teachers, 247 senior high school teachers. In addition there are:

21	school social workers
14	librarians
34	guidance and counseling staff
48	health personnel
50	vocational educators
101	administrators
41	business services staff
163	transportation personnel
250	food services
350	maintenance staff
220	secretarial/clerical
134	non-instructional professional personnel (evaluation; research; supervisors; community services)

The state, using a head count and high cost formula, has allocated $144,995 of consolidation monies to your district.

The Task:

for the teachers -

Identify an appropriate staff development activity. Prepare a ten-minute presentation to the school board in which you request consolidation funds to support the activity.

for the school board -

Identify the criteria you will use to determine appropriate use of the district's consolidation funds.

GOOD ADVICE

Things to think about and pay attention to if you are working to obtain consolidation funds for staff development activities:

Know the law. Especially be familiar with what types of activities may be funded.

Understand your school district. Demonstrate that understanding with the use of data.

Know what you want. Select one area for which to request funding.

Don't try to continue all current activities; build upon them instead.

Ask for a reasonable amount of money; don't ask for it all.

Tie your request to one or more of the consolidated programs.

Make your request in writing. Include: purpose, objectives, need, specific activities, evaluation and budget. Attach letters of endorsement.

Be certain you have - and demonstrate - support. Don't get caught in a crossfire of conflicting requests; present a unified request. Have the endorsement of administrators as well as teachers.

After making your request of the school board, see that it is publicized to build additional support.

Keep in touch with your state education agency and be aware of timelines and priorities being determined there.

Begin working on these activities right away!

CONSOLIDATION PROGRAM PHONE SURVEY

Theodore E. Andrews

February 5-11, 1982

The questions and responses follow:

1. *Has someone from the state agency been selected to coordinate the consolidated programs?*

   Attached is a list completed by the Council of Chief State School Officers (CCSSO) several months ago with revisions based upon the information I received.

2. *Has the Governor appointed the Advisory Committee?*

   Eighteen states reported that the Governor had not yet (February 11) appointed the Advisory Committee.

   a. *If yes, how many members are on the Committee?*

      The responses ranged from seven in Montana to 38 in New York State. Most states have between 15 and 25 members on their Committees.

   b. *What recommendations have the Committees made?*

      Only nine states have made recommendations. No state reported State Board review or approval of the recommendations. Also, public hearings to review the recommendations are scheduled for March in several states.

      Several approaches to establishing a formula for high-cost students were reported:

      1. 70% Based on enrollment
         10% Title I
         10% Special Education
         10% Students at or above 90% achievement levels (gifted, talented students)

      2. 82% Enrollment
         16% Low-Income
          2% Small attendance centers

      3. 75% Enrollment
         20% Title I
          5% Limited Speaking English

4. 80% Enrollment
   5% Title I
   5% Special Education
   5% Sparsity
   5% Special Enrollment

The 20 percent for the state agency will be used to maintain staff in most states. Specific recommendations included:

1. 16 priority areas were established ranging from Block Grant Administration Office to Teacher Resources Program
2. 7 percent for state administration, 13 percent distributed on formula basis to LEA's (still under discussion)
3. Fund 12 priority programs
4. 15 percent for state administration; 5 percent for competitive grants and contracts
5. 20 percent was included in state budget appropriation to support staff for 1983. In 1984, recommendations for changes will be considered. (Two states)
6. 20 percent for SEA to offer technical assistance

3. *Has the SEA analyzed the impact the cutback in funds will have on the SEA?*

Generally, the answer was yes. However, many states are waiting until the appropriation is final before making any decisions on staff or reorganization.

a. *Will the SEA be forced to lay off staff?*

- 25 states said yes
- 10 states said they weren't sure
- 10 states said they would not lose staff

Several states noted that the lay offs were compounded by the generally poor state economy, making it unlikely that state employees supported by Federal funds could be shifted to state-supported positions.

4. *Did your state previously have some form of formula for high-cost students?*

Generally the answer was yes, with IV B the most common answer.

5. *In your opinion, will any of the 20 percent reserved for the SEA or the 80 percent going to the LEA be used for staff development?*

This was clearly an opinion question and the respondents were, at best, reporting their feelings based upon yet-to-be-completed plans.

- The 20% state funds:

  14 SEA's said "some"
  12 SEA's said "no"

- The 80% state funds:

  19 SEA's said "some"
  2 SEA's said "no"

The remainder of the SEA's in both categories said they could not even guess.

6. *To what extent have college and university faculty been involved in state planning for the consolidation funds?*

All reported involvement in the Governor's appointed statewide committee. Eight states reported some additional involvement (e.g., attending meetings, lobbying efforts). The word used consistently was "minimal."

7. *What is the general economic conditions in your state, irrespective of the Federal cutback?*

Thirty-two states reported state fiscal problems. Extreme concerns were noted by representatives from Ohio, Wisconsin, Michigan, Oregon, and Washington. Six states reported sound and/or growing economies: Alaska, Louisiana, Mississippi, New Mexico, Oklahoma, Wyoming (Texas would probably be included, but Texas was not included in the survey).

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INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

Michael D. Usdan

Thursday. February 11, 1982

Highlights from:

"Networking for Survival - Some Strategies for Teacher Centers and Professional Development"

"We have learned that effective and enduring change will emanate from teachers, not from superiors or critics."

"The idea is so logical, so substantively sound, that one wonders why centers have not dotted the educational landscape for decades."

"Basic reform will result only through those responsible teachers who will change only voluntarily (autonomy of classroom is reality) and reform will work only if teachers define their own problems, delineate their own needs, and receive assistance on their own terms and turf."

"While teachers remain the prime movers, the political base for centers must be broadened and diversified to include business and civic groups, as well as professional involvement (decrease the K-12 political and demographic base)."

"Strengthen support by focusing on salient public concerns and emphasize academic quality content more heavily. Consider the following points:

* Need to improve quality of science, math, and foreign language instruction to bolster national defense and productivity if we are to compete in an increasingly technological and competitive world

* In the U.S., only 9% of high school graduates have had one year of physics; only 16% have had one year of chemistry; only 45% have had one year of biology; only 7% have had one year of calculus

* Only one-third of school districts require more than one course in science or math for graduation

* Fewer than one-fifth of high school graduates have foreign language training

* Only 4% study language for more than two years."

"Make teacher centers vital centers of academic, intellectual discourse on macro-social, economic, and political issues for the public at large."

U.S. DEPARTMENT OF EDUCATION

Mary Moran, Consultant

Thursday, February 11, 1982

"Networking for Survival: Some Strategies for Teacher Centers and Professional Development"

List of resources in the packet compiled by Mary Moran for this session.

I. INFORMATION NETWORKS

"Networking: The Basic Process." By Malcolm E. Shaw for the Federal Executive Institute.

"Keeping Informed: The Growth of Databank Sharing." By Joel W. Darrow and James R. Belilove for Harvard Business Review, November-December, 1978.

"A Pocket Guide to ERIC."

"Ten Southern States Create A Network to Share Information." By Susan Walton.

"SpecialNet, Special Education Communication Network." National Association of State Directors of Special Education.

A List of Experts on the Educational Uses of Computers.

II. INTERORGANIZATION NETWORKS

"Basic Skills Coordination: Accomplishments and Lessons." By Fred S. Rosenau for the Basic Skills Improvement Program, Office of Educational Research and Improvement, U.S. Department of Education, January, 1982.

"School Partnership Program." By Roger H. Perry for the St. Louis Board of Education (Danforth Foundation).

A List of Members of the National Commission on Excellence in Education

III. PERSONAL NETWORKS

"Developing and Using a Personal Support System." By Charles Seashore for National Training Laboratories.

"Moving Up the Career Ladder: The Case for Mentors." By Gordon J. Klopf and Joan Harrison for Principal, National Association of Elementary School Principals, September, 1981.

"Meet the Power Brokers." By Jerome Cramer for The Executive Educator, National School Boards Association, February, 1982.

"Power Brokers: Is the System Unfair?" By Jerome Cramer for The Executive Educator, National School Boards Association, February, 1982.

Listing of Networking Strategies for Classroom Teachers.

SOUTHWESTERN ILLINOIS TEACHER CENTER

Don Baden

Friday, February 12, 1982

"Supporting Teacher Centers: An IHE Perspective"

The Madison County Teacher Center serving 3,500 teachers came into existence with federal funding on September 1, 1978. Federal funding ended August 31, 1981. The Southwestern Illinois Teacher Center came into existence on September 1, 1981. It serves the 3,500 teachers in Madison County plus another 2,000 teachers in six neighboring counties. It has no federal funding. This brief case history will follow the path that one non-funded center has taken. It is not meant to be prescriptive for your centers. It is working for us but it may not work for you.

Two years ago it became evident that the continued federal funding for the MCTC was problematic. Even though we were regularly assured by officials in the state capitol and in Washington that there was nothing to worry about (95% to 99% certainty, in fact), we decided to move ahead to explore alternatives. This presentation is meant to outline the alternatives we explored, failed at, and finally arrived at.

My perspective is that of a university administrator responsible for improving relationships with area schools and teachers. In that role, I had assisted in developing the original proposal, served on the Policy Board of the center, and had chaired that group for one year.

My suggestions are in the form of a rough outline. It is not necessarily chronological but hopefully covers all areas of pursuit. I have prepared this as responses to a possible series of questions.

1. Should the teacher center be continued and institutionalized?
   a. What data supports a positive response?
   b. How many teachers have attended workshops? Courses?
   c. Has an evaluation been conducted by some "outsider" in order to better insure impartiality?

2. What activities of the center are most important?
   a. Have you prioritized your programmatic thrusts?
   b. Do you know what each program area would cost to maintain?
   c. Which programs are most cost effective?

3. Who might give us money or other kinds of support?

a. Why should the local district support you?

1) How do you fit into their priorities? What are their priorities?
2) What money or other resources do they have available?
3) What does a teacher center do for students? Do you have data to support your continuation?
4) Are district personnel available to run the center? Could they?

b. Why should an intermediate service unit assist the center's existence?

1) What is the mandate or mission of the ISU concerning inservice?
2) What are the political realities of ISU support?
3) How can teacher centers help an ISU? How can an ISU help teacher centers?

c. Why should the state support teacher centers?

1) How will they use their block grant monies?
2) Are they willing to support centers in only one portion of a state?

d. Why should local business or industry help a teacher center?

1) How do you overcome the argument that they already support education through taxes?

e. Why should a foundation support teacher centers?

1) Who are your local foundations?
2) Are you willing to pay the price of being a "fund raiser" first?

f. Why should teacher associations help teacher centers?

g. Why should a university help teacher centers?

1) Who at the university is responsible for external relations with schools?
2) What is the mission statement of the university?
3) How has enrollment changed in education and has faculty decline matched enrollment decline?
4) What can a university provide to a center?
5) What is the danger of university support?

4. What is the bottom line on centers?

a. Is our main interest saving the center or saving the concept of teacher centers?
b. What compromises are we willing to make? Not willing to make?

After all this we have been left with:

1) A smaller program - the big expensive items have been limited.
2) Part-time directorship.
3) Expanded area in order to gain long-term support.
4) Diminished policy board activity.
5) Immediate survival, but . . .

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

Theresa Lorio

Friday, February 12, 1982

"Urban Teacher Centers #2"

The Detroit Center for Professional Growth and Development offered its first workshop in early March 1976. This year marked the sixth year of its state-supported program and the second year of the federally-supported component. Center services are rendered through five basic components: 1) The Secondary School Teacher Center Component, which is the federally funded portion of The Center; 2) The Field Consultant Services component which responds to the requests for service from individuals, small groups, total school staffs, and/or district departments; 3) Special Project Schools which are especially designated schools that have agreed to contract with The Center on a long-term basis, for comprehensive inservice programs; 4) The Evaluation and Research component which designs the evaluation and assessment portion of all Center programs and maintains the comprehensive data bank; and 5) The Mathematics and Reading Resource Centers which make available equipment and materials to individuals and school staffs on a loan basis to enhance the teaching environment. The Resource Centers also sponsor city-wide inservice programs and respond to requests from individuals and school staffs for inservice needs in reading, mathematics, writing, and computer sciences.

The Detroit Center has been significantly successful in its efforts to enter into collaborative and cooperative endeavors with a variety of groups and organizations. These groups include the Detroit Public Schools district personnel; the teacher, administrator, and paraprofessional organizations; personnel from 20 colleges and universities in southeastern Michigan; the intermediate school districts; and the non-public schools.

The Center regularly offers services to teachers, administrators, supervisors, technicians, and paraprofessionals. Parents and students are also included among The Detroit Center's clientele. Center services are tailored to meet the needs of the persons making the requests. Consultants come from man areas and include master K-12 teachers, college personnel, private consultants, and retired educators.

Center services include seminars, credit courses, workshops, and one-to-one consultation. In addition, the Reading and Mathematics Resource Laboratories house many resources that may be used in the labs or in individual classrooms on a short-time loan basis. These materials

include: microcomputers and software, inservice films, video-taping equipment, books, texts, periodicals, articles, kits, recordings, and many other commercial and teacher-made materials.

All inservice offerings are based on assessed needs. Needs are assessed in a number of ways. City-wide needs assessments of the paper and pencil variety are distributed through the Detroit Federation of Teachers' local newspaper. Needs assessment instruments are often designed for specific groups of educational personnel. The Center Inservice Specialist uses the Diagnostic Encounter to further aid educators in assessing their most pressing educational needs.

Every program sponsored by The Detroit Center is designed with research and evaluation in mind. Data gleaned for the participants' evaluation of programs aids in designing more effective programs which increase staff competence and student achievement.

The Secondary School Teacher Center Component serves educators in the Detroit Public Schools' 84 middle and senior high schools as well as the educators in 42 non-public secondary schools. The focus of this component is on the development of a future-oriented curriculum with emphasis on communication skills.

Future-oriented communication skills can be defined as those skills that the literate person of the 80's must possess if (s)he is to engage successfully in human and technological interaction and communication. These skills may include, but are not limited to, reading, writing, listening, speaking, critical thinking, problem solving, and computer literacy. The Detroit Center and the Detroit Federal Teacher Center Policy Board enlist the aid of consultants - teachers, futurists, communication and language specialists, and computer and other information processing experts - to explore the potential communication needs of the coming decades. In addition, a review of current research and literature aids in the development of plans of action. It may be entirely within the realm of possibility that the world of print as we know it may be relegated to the past and that new and novel ways of communicating are on the horizon.

The major goal of this project is to establish a Secondary School Teacher Center Component to serve Detroit public and parochial school educators which will:

1. provide a process for teachers to focus on future-oriented communication skills

2. increase teacher involvement in research, curriculum development, implementation, and curriculum evaluation activities

3. provide on-site and laboratory-setting assistance to help teachers gain needed skills and to develop strategies for implementing future-oriented communication skills and curricula at the classroom level

4. provide the opportunity to develop, implement, evaluate, and revise curricular modules that relate to the needed communication skills and job opportunities of the 80's and beyond.

All activities of the Secondary School Teacher Center Component flow from priorities determined by the assessment of Detroit public and parochial educators, students, and parents. Funds for this proposal enable the Policy Board to plan and pilot-test the Secondary School Teacher Center Component as a vital, responsive way to prepare Detroit educators and their students for the communication skills that will be required in future decades.

Implementation tasks on agendas include the selection of task forces to design the following:

1. needs assessment instruments
2. development curricular modules based on assessed needs
3. dissemination network
4. development criteria for the selection of 2 or 3 secondary schools to pilot the curricular modules
5. development proposals that would ensure continuance beyond the funding period.

The following comments relate to the issue of institutionalization. We begin with the question - Where does one begin in an effort to garner support for a teacher center from local education agencies?

There are some basic elements that are essential to inter-and intra-institutional change. Make no mistake, when we discuss the concept of teacher centers we are really discussing a change from what is to what can or ought to be in terms of inservice education, and/or staff development. This change then heightens the importance of educators asserting and demonstrating their capacity for cooperative leadership. A climate conducive to mutual respect, understanding, planning, and sharing is not only critical but basic to productive partnerships. We might, as our director, Dr. Jessie Kennedy, says, "liken it to learning how to function in other cultures." She further indicates that there are at least seven key elements in the development of a collaborative relationship:

1. Dialogue among key decision-makers. Contact persons must facilitate collaboration and have decision-making authority.

2. Collegial relationships among partners is essential. Each member must respect the competence, talents, resources, and concern of the others. Only then, can collaboration be possible, purposeful, and workable. A high trust level must be established.

3. Recognition of strengths, weaknesses, and shareable resources. Each potential partner has areas of less experience and less expertise; each may have resources unknown to others. Once trust and recognition of the strengths and resources available are established, plans for the delivery of services can be developed more efficiently.

4. Recognition of and appreciation for the restraints facing each partner. Legal requirements, contractual agreements, institutional and fiscal policies and practices may interfere with cooperation. Planners need to be aware of hierarchal protocol.

5. Recognition of external pressures upon each partner - legislative, school board, community groups, contractual agreements, cost effective pressures. Members in the partnership must be sensitive to each other's pressure points and plan programs in ways that do not exacerbate these pressures.

6. Mechanisms for developing, facilitating, and implementing collaboration - key contact persons should meet to codify, at least tentatively, the procedures for delivery of cooperative service. This takes much time - meeting after meeting, rewrite after rewrite - until the plan is evolved. This tremendous investment in planning will pay off in the long run by avoiding "thrown together" ad hoc arrangements.

7. Keep the purpose of the partnership foremost: The development of a teacher center that will change the manner in which inservice programs are developed, designed, and delivered.

Now that we've examined the key necessary elements, let's think about some considerations for influencing change:

1. Analysis of the target -

   A. Who are the most powerful people capable of instituting this planned change?

   B. Where are you/we in relation to that power base?

   C. What are the group membership's, norms, practices and procedures? Should you approach - the staff development office, the special projects office, the curriculum director, or the superintendent?

   D. Remember, established groups tend to reduce discrepancy and confusion by doing the following:

      1. Changing the person(s) trying to influence the change
      2. Rejecting the person(s) attempting to change
      3. Changing the group to comply with the proposed plan

II. Steps in Basic Process

   A. Identify your goals - clearly "teacher center" without a program is just a word

   B. Identify the situation - what is being done that a teacher center can do better - more efficiently, with less chaos, less money, etc., etc., etc.,

   C. Diagnose the sources of susceptability to power. Ex.: Community concern over - purported teacher/student apathy, test scores. Court mandates that seem to totally disrupt programs, etc. Can you enlist an ally who will be willing to run interference for you?

   D. Identify the blocking factors. Why has inservice education failed before? What turfs seem to be all too sacred?

   E. Decide what to do? Which of the blocking factors can most readily be changed, modified, or rectified?

   F. Generate alternative strategies and tactics through brainstorming and research. Look at reports from existing centers, visit, write or call about how they developed programs and procedures that lead to institutionalization.

G. Select one of the alternatives and plan for it. Look at all the possible reasons why it might be rejected. Be prepared to deal with fear and the protection of existing turf.

H. Get feedback from partners and from outsiders.

III. Develop ownership for the proposed change through:

A. Awareness - that a change is possible.

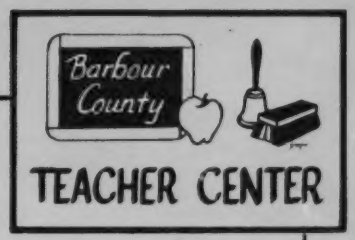
B. Readiness to develop trust within the new partnership.

C. Commitment to develop advocacy relationships about this change.

Think about the Zero Sums Total Concept. If everyone comes in and puts in their resources - be they human or otherwise - you will end up with more than just the sum of the pieces. The total energy generated is far greater than the sum of the parts. Its not like putting together a pie from a series of slices. The major problem with this theory lies in the fact that when a single partner takes out its resources the whole is lessened in greater proportion than by what was physically removed. We know that this regularly happens in organizations; therefore, when we begin to build alliances, we need to build in safeguards and work diligently to establish collegial relationships. It is important to establish procedures for input before decisions are made, to establish appeal procedures that are workable, and to allow for diversity. Remember that some schools, programs, and projects are faced with unique circumstances.

Be ready with Plan B. Can this program operate on limited funds? What about a small membership fee? What about fund raisers? Can you put your foot in the door by requesting only space in a single building? Can you work on a sub-contract basis - Ex.: develop a training package on a specific topic, e.g., mainstreaming, metrics, computer literacy, etc.?

Influencing change is obviously not an instantaneous process. It may take weeks, months, or even years depending on the distance between the starting point and the proposed outcomes. Teacher centers are a reality. The services that teacher centers render are wanted, needed, and cost efficient. The institutionalization of centers is within the realm of possibility. The link between what is and what can be is but a small step. "All glory comes from daring to begin."



BARBOUR COUNTY TEACHER CENTER

Karen K. Larry

Friday, February 12, 1982

"A Journey Down Country Roads - Sharing the Story of a Rural Teacher Center"

The questions posed are difficult to answer directly because the Barbour County Teacher Center has been a reality only since September of 1981. The project which took the idea to the reality gave direction to us September to December as a planning phase and January, 1982 on as the operational phase.

We have just begun. Like all infants we are taking deep breaths, observing the surroundings, and trying to get a feel for our position in our new home.

1. An overall support plan? At this time, the support plan is the operational plan. Based on the needs of our teachers as determined when preparing the Barbour County Teacher Center proposal, the program offerings have been designed to benefit our personnel. It is our belief that positive teacher participation verifies to our local Board of Education that teachers are using the Center and its offerings. Written evaluations of activities and a log of visitors documents the use and the value of the use of the facility/activity.

2. The operational plan/support plan was designed by members of the BCTC Policy Board who looked at predetermined teachers' needs. Those directly involved with the design were classroom teachers, the county's director of curriculum and instruction, and the Center's director.

Besides working on the operational plan design, some of the same people have also worked on the proposal for the continuation of the BCTC. This group of working thinkers has drawn up a plan to present to our local board requesting they aid in financing the Center's operation and request funds from the state block grants to complement the local contribution.

3. Suggestions for the continuation plans have come from the entire local education system. Because everyone seems to be operating in a fog when it comes to the block grants, we have contacted anyone willing to talk with us. Contacts have included Policy Board members, the county superintendent, county central office staff, the local IHE, our state teacher center coordinator, various state department of education staff and the governor.

4. The weakness in this plan is that we are still working with the unknown. Because no one has been able to give us any definite information about block grants, we are still proposing uncertainties. We are still groping.

5. It appears that the Barbour County Teacher Center will have at least a second year. Our local superintendent and Board of Education members have voiced support of our

Center. They feel committed to a second year with the understanding our operation may differ somewhat from this year. At press time, we were ready for our first meeting with the Board and the superintendent; therefore, no definite comments can be made yet.

6. What has helped our center get off to a positive start is support within the system. We have a core group of teachers who are generating interest and enthusiasm among other teachers. The principal's association is most supportive with two schools already working out release time or early dismissal for their teachers to use the Center. Our IHE representative has been extremely helpful as has been our state coordinator. What this boils down to is a group of supportive people - teachers helping teachers!

Making an educated guess, it appears all this support has been generated because teachers and other county personnel began the original project with their ideas and work. Having teachers and other county (or district) personnel being instrumental in the design and operation of the Center is extremely important.

NASSAU COUNTY REGIONAL TEACHER CENTER

S. Mark Rosenbaum

Friday, February 12, 1982

"Teacher Centers: How To Survive, Continue, and Flourish"

Overall Plan:

The plan for continuation of our teacher center was directly related to the structure of the LEA with which we are affiliated. The Board of Cooperative Educational Services (BOCES) of Nassau County, which is our fiscal agent, is an intermediate service district. Programs covering a wide range of educational services are provided to the fifty-six school districts in the county on a paid subscription basis. Examples of BOCES programs would include the following: data processing, occupational training, programs for the handicapped, programs for gifted and talented students, computerized payroll handling, research services, and inservice education. Each Spring, the school districts are sent a list of available services for the following year. Their responses establish the scope of the programs for the new year. In addition, new services can be offered upon the request of two or more school districts. Because the structure, delivery style, and content of the teacher center program made it unique and dissimilar to the existing, traditional inservice program normally offered by BOCES, the possibility of generating interest in establishing the program as a new offering has always been present.

Plan Development:

Armed with the knowledge that institutionalization of the program was a given possibility, the challenge facing the staff and Policy Board was how to make it a reality. Working together it became clear that the answer was at once quite simple and most difficult. The simple fact was that the program had to be of very high quality, impact on a large number of teachers in many different districts, and be very well publicized. The difficult part was making that happen in a relatively short period of time (less than two years of operational programming).

Who Helped:

The collaborative nature of teacher centering leads, quite naturally, to the development of support systems. Sitting side-by-side on the Policy Board, seeking the same outcomes, are: teachers, administrators, school board members, university personnel, parents, non-public school representatives, and persons representing groups such as the handicapped and

bilingual populations. Each of these individuals serves as a liaison between the project and their particular constituency.

The program also has what we call Satellite Centers, which are mini-teacher centers housed in four school districts. Selected, in part, for their geographic distribution across the county, these centers are a cooperative venture between our central project and the teachers and administration of each of the districts involved. Each of the satellites is governed by a Site Committee, which consists of several teachers and administrators. Again, a built-in mechanism for self-support is established. Everyone at the table wants to see the best possible program delivered to the staff and everyone is conscious of the need to be cost effective.

Other significant support has come from our close association and cooperation with the following groups or individuals:

- Teacher organizations in each of the districts
- New York State United Teachers
- American Federation of Teachers, particularly the AFT Teacher Center Resource Exchange
- New York State Education Department
- Nassau-Suffolk School Boards Association
- New York State Council of Administrators and Supervisors
- The Federal Teacher Centers Program Office and Staff, headed by Dr. Allen Schmieder.

Problems:

As in any worthwhile endeavor, we had a few problems implementing our plan. The existence of a second federally funded teacher center within a few miles of our project posed a potential problem, which tended to cloud some of our thinking when we were getting started. However, the reality of the situation was that once we got started, the task of meeting the inservice and professional growth needs of 19,000 educators made it impossible to spend any time competing or squabbling with each other. We were both too busy running programs! Even the potential "turf" problems that had been anticipated by some people never materialized. A close look at the two programs will show that there was virtually no duplication of programming, as each center ended up with different program emphasis, serving different populations of educators, and offering different types of services. So, after a few months, the "problem" cured itself.

Our concerns about publicizing our activities adequately were realistic considering the size of the county and the number of teachers and others we needed to reach. These concerns were successfully mitigated

through the efforts of our Policy Board members and with the invaluable assistance of the New York State United Teachers (NYSUT). Our programs and activities were given publicity in the NYSUT newspaper, the New York Teacher, which is read by 200,000 New York educators. In addition, we do several joint mailings each year which brings information to over 16,000 teachers here in Nassau County.

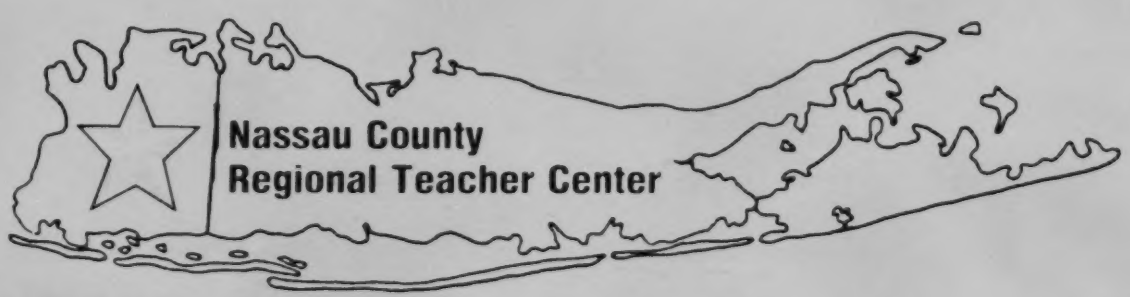
Strangely enough, developing a quality program that is responsive to teacher needs was not too much of a problem. The project was fortunate enough to hire a high quality core staff, to begin with, and Nassau County is rich with talented teachers, consultants, and university personnel to fill any programming needs which arose.

Futures:

It is certain, at this time, that many of the activities which were initiated by the teacher center project, will now become a part of a new BOCES service, the Educators Training Center. The new service has been requested by several districts and has been put into the packet of offerings for next year. How significant the response will be remains to be seen. Onsite workshops, onsite assistance to classroom teachers, computerized information services, and teacher input into program planning will be a reality where they did not exist before. In addition, we continue to seek other sources of support, so that even more of the program can be retained and carried on. We are confident of the future of teacher centered inservice education in Nassau County.

Advice:

Our best advice to any teacher center leaders whose project is within the service area of an intermediate service district, is to at least create a dialogue with the agency, if none has existed to date. It might prove to be fruitless, but you will never know if the effort isn't made.



CHICAGO TEACHERS' CENTER

Jerry B. Olson

Friday, February 12, 1982

"An IHE Model: Institutionalizing a Teacher Center"

A. Introduction

1. Institutionalization is a process by which new patterns of behavior become repeated over time, are translated into the norms and values of the organization, and become customary ways of acting.

2. Funding and institutionalization are not the same - institutionalization precedes funding; on-going funding is the outcome of effective institutionalization; survival is not synonymous with institutionalization.

3. Having a good program is not enough - many good programs compete for scarce funds; obtaining political support, setting program priorities, and making appropriate compromises is essential.

B. The Key Actors in the Institutionalization Process

1. The teachers

   a. providing a grass roots program supported by a wide spectrum of teachers; concrete evidence of support in terms of dollars - e.g., fees

   b. collecting unsolicited letters and notes praising the teacher center program throughout the year

   c. regularly collecting quantitative data on center usage and teacher evaluation of center programs, including follow-up data

2. Teacher organizations

   a. providing a program where teachers have a central role

   b. using the collective bargaining process to obtain funds or using dues to support center activities

   c. regularly coordinating activities with the local organization to build a strong base of support

3. School administrators

   a. examining the school board's priorities and coordinating your program with their priorities without compromising the teacher center concept

   b. inviting officials to the university to meet with IHE administrators to plan for long-range funding

4. University faculty

   a. involving departments in the work of the policy board

   b. teaming university faculty with teachers in program implementation

   c. providing opportunities for student teachers and interns to use the center site to develop curricular materials for course assignments

   d. working with faculty to obtain joint grants

   e. regularly distributing newsletters and flyers on campus

   f. perceiving our program as the university's central inservice agency

5. University administrators

   a. the Dean seeing the center as one of his accomplishments

Discussion Questions

1. Which of the goals of your teacher center projects would you hope to institutionalize through an IHE? Which goals are essential to the teacher center concept?

2. Why would an IHE want to support your teacher center? What kind of case could you make to them in terms of their priorities, particularly given today's budget constraints? What does your center have that the university may want?

3. What kind of strategies would you use to influence the university whose support you are seeking? Who are the key actors at your local university? What are their priorities? How could your program relate to those priorities?

Excerpt from Peter Blau, Exchange and Power in Social Life, New York: John Wiley and Sons, 1967, pp. 280-81.

The complex patterns of social life mediated by common values become institutionalized and thus perpetuated for generations, and sometimes for centuries, if three conditions are met. First, the organizing principles must become embodied in formalized procedures, often in written documents, and find explicit expression in formal social arrangements that are historically transmitted, independent of the human beings who carry them out at any one time, such as the laws and courts in a society, the corporate structures of business concerns, or the dogmas and rituals of religious denominations. Second, the social values that legitimate these institutional forms and keep them alive must be transmitted to succeeding generations in the process of socialization. Third, the dominant groups in the community must be strongly identified with these legitimating values and lend their power to preserve the institutions that express them. Social institutions, therefore, have roods in the power structure and double roots in the past, in the historical tradition of the society, and in the internalized cultural values its members have acquired.

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

Theresa Lorio

Friday, February 12, 1982

"Corporate Support/Technology"

The Detroit Center was awarded a Federal Secondary Schools Teacher Center Component planning grant in October of 1980 and a continuing two-year operational grant beginning October 1, 1981. The focus of this grant has been the development of a Future-Oriented Communication Skills Curriculum for use in secondary schools. By Future-Oriented Communication Skills we mean those skills that the literate person of the 80's must possess if he or she is to engage successfully in human and technological interaction and communication. These skills may include, but are not limited to, reading, writing, speaking, critical thinking, problem solving, and computer literacy.

A needs assessment task force of communication and futures experts was established to ascertain specific needs. The task force included teachers, administrators, central staff, economists, evaluators, communication and language specialists, and business people. The task force designed a needs assessment instrument that was used with teachers, administrators, students, and parents. Resultant findings indicated that interest, need, and concern centered around three basic areas: computer literacy, literacy in the 80's and beyond, and analytical processes - problem solving - critical thinking. A task force was set up for each of these areas.

The Computer Literacy Task Force has developed a student training module which addresses computer literacy. A Computer Literacy Task Force was formed in early 1981 and serves as a steering committee for a writing team which has produced three units for use in secondary schools. The units are being piloted at one middle and one senior high school, and will be revised during the Spring of 1982.

The units are: hardware and software, applications and impact, and career explorations. All units are activity-oriented and require at

least three computers and a printer in the classroom. The entire module takes about three weeks to complete.

The hardware and software unit provides students with hands-on experiences with the computers, and an understanding of how hardware and software interface to allow computers to be powerful tools. Students turn on computers, load and interact with programs, follow procedures, and acquire appropriate vocabulary.

The applications and impact unit requires students to use the computers in practical ways and consider the ways computers affect our lives. Students work with compound interest and budgets, graphic representations of the growth of computers, and a word processing package.

The career exploration unit allows students to explore careers of their choice and to search for a career. Students search for a career by completing a computerized Michigan Occupational Information System (MOIS) search and use microfiche to access data about particular careers.

The final module will be available to schools in the Fall of 1982. Teachers wishing to use the module will be provided with inservice training during the Summer of 1982. This module can be used with any discipline since the content can be tailored to meet the specific needs of students.

Appended to this report are examples of original poetry written by Title I lab students using the word processing package in the applications and impact portion of the Computer Literacy Module.

The Literacy for the 80's and Beyond Task Force is studying the English and Language Arts curriculum to ascertain where future-oriented communication skills are presently being taught. They are looking to areas that need to be added, changed or deleted and how those changes might be made. They are examining the impact that technology has on society and the ramifications this impact has for the classroom.

The Analytical Processes Task Force has enlisted the aid of Social Studies personnel to design a module that will help students focus on the mountain of information that must be processed daily. Students will be aided in deciding whether information is relevant, valid, or necessary. They will learn how taking clues from the past and the present can impact on planning a variety of possible futures.

Each of the task forces has the charge to design, pilot, revise, and refine curriculum modules and accompanying teacher inservice training. Strategies for implementation, as well as, on-site and laboratory setting assistance will be provided to assist teachers in gaining needed skills for implementing Future-Oriented Communication Skills curriculum.

In addition to the working with Future-Oriented Communication Skills Task Forces, The Detroit Center has provided services and resources to students and educational personnel in the following ways:

1. Community High School classes have used The Detroit Center since the center opened in 1976. Classes previously used the Center's terminals to access Wayne State's computer. Students currently meet once a week in the Mathematices Education Resource Center (MERC) to use the various microcomputers available.

2. The Detroit Center has supported the Region 2 Math Seminar series for the past five years. Each semester ten students from each of the Region 2 High Schools attend three sessions on calculators at Western High School and three sessions on computers at the MERC.

3. A project for The Detroit Center's Special Project Schools (SPS) was initiated during the 1979-80 academic year. Students from two of The Center's Special Project Schools, attended sessions every other Monday at the MERC. The program was repeated with new students from the same two schools in 1980-81. During the 1980-81 school year, a teacher from one of the schools co-taught the course. For the 1981-82 school year, the program has been expanded to all four Special Project Schools. Ms. Summers, the Special Project Schools teacher, is teaching one section and Dr. Marchionini, the Center's Mathematics Inservice Specialist, teachers the other.

4. During the 1979-80 school year, a computer programming class from Murray Wright High School met on Friday afternoons in the MERC.

5. Several schools have arranged for field trips to the MERC to introduce teachers and students to computers.

6. In the Summer of 1981, MERC offered two mini-courses on Computer Literacy for students. The program was lauded in the July 2, 1981 Detroit Free Press.

   Special Note: A total of 2,135 students have received service from the Mathematics Education Resource Center.

7. All Region 5 Article III Laboratory Teachers have been involved in a six-week introduction to microcomputers. They have had hands-on experience. They have reviewed software and have designed lesson plans to be used in the laboratory setting.

8. The Computer Awareness series have been offered nine times in the past two years. More than 300 classroom teachers have taken part in this intensive three-week introduction to microcomputers.

9. Special interest seminars have been offered to persons who have completed the introductory computer awareness sessions. These special seminars focused on software evaluation, word processing, and programming in BASIC.

10. Several special graduate level courses have been developed as a result of teacher interest that was generated through The Center's Computer Awareness series.

Our purpose is to provide educators the opportunity to develop, implement, evaluate, and revise curriculum that will prepare today's child for life in the twenty-first century.

We believe that The Detroit Center for Professional Growth and Development has helped teachers take that long first step in preparing themselves and their students to successfully engage in human and technological interaction and communication.

COMPUTER POETRY

AS A RESULT OF PILOT TESTING

THE COMPUTER LITERACY MODULE

IN A

TITLE I MATHEMATICS LABORATORY

COMPUTERS
By: William Jefferson

Computers are fun, Computers
are great,
When it's my turn I never
come late.

Computers are instruments for
learning,
They can help in a process
for earning.

COMPUTERS
By: Adam Eizen

Computers are nice,
Computers are great,
Computers are here forever,
I hope computers never replace
human teachers.

TECHNOLOGY
By: Lawrence Williams

Thanks to technology we have
computers today,
They are needed more and more
everyday,
Computers are man's future
No matter what they will endure,
I'd like to have my very own,
To help me learn all that is known.

NORTHWEST MISSISSIPPI TEACHER CENTER

Dr. Sanford Powell

Friday, February 12, 1982

"Parent-Teacher Center Cooperation for School Improvement"

Dr. Powell discussed the operation of the Basic Skills Parent Participation Program developed by the Northwest Mississippi Teacher Center. The program, known as Project P.A.S.S. (Parents Active in School Studies), features training sessions for parents on helping their children at home, volunteer activities utilizing parents in the schools, and the dissemination of information in Northwest Mississippi regarding the school-community relationship and positive parenting techniques. Included in the discussion was an in-depth appraisal of both the successes of the program and the problems which confronted the initial development of Project P.A.S.S.

Materials utilized in sessions for parents were displayed with special emphasis being given to a group of six filmstrips developed by local teachers for use by parent groups, school organizations, and interested individuals. One of the filmstrips, Books, Groups, and Levels, which explains the organization and use of a basal reading system, was shown during the workshop.

Suggestions for those individuals who wish to begin their own parent involvement programs were given at the conclusion of the session. Questions were also welcomed from participants regarding the development of Project P.A.S.S. and the success of its activities.

U.S. DEPARTMENT OF EDUCATION

Elizabeth Farquhar

Friday, February 12, 1982

"Law-Related Education"

Program Goals

Law-related education is designed to support the development of an educated citizenry that understands and participates effectively in our democratic system of government. As authorized by P.L. 95-561, the law-related education program seeks to (1) give persons, as part of their general education, knowledge and skills pertaining to the law, the legal system, the legal process, and the fundamental values and principles on which they are based; and (2) help children, youth, and adults become more informed and effective citizens. It is not legal education for lawyers or paralegals; nor does it include direct training for careers in the law.

Law-related education programs focus on objectives such as helping school children understand the purpose of rules, the meaning of fairness, and the ways in which rules can be used to resolve conflict. They also engage older children and adults in learning about our constitutional system, our system of justice, and specific areas of law such as criminal, housing, or consumer law. Programs employ a variety of teaching strategies. Most of them make extensive use of court cases, reading materials requiring analysis and interpretation, field trips, and internships that provide a realistic view of the governmental and justice system, and mock trials and other simulations that sharpen participatory skills. Programs also draw upon the knowledge and resources of community members - lawyers, judges, police officers, and government officials - who often join teachers in the classroom.

Law-related education classes may help reduce delinquent behavior. Classrooms which produce such results, according to a study conducted by the Center for Action Research and Social Science Education Consortium (Boulder, Colorado), share certain characteristics. For example, students learn to work effectively in small groups, case materials are carefully selected, and community resource persons are prepared to interact with students. When combined with the law-related education curriculum, these factors help develop positive relationships between students and adults as well as an appreciation for the legal system.

History

Although most states require the teaching of aspects of law-related education (for example, instruction about federal and state constitutions), schools generally have offered only fragmented information about the law. A more systematic focus on law-related education has developed over the past fifteen years in an effort to revitalize citizenship education. It has occurred as a grassroots movement, often stimulated by the interest of local teachers and lawyers and by educational and promotional activities of the American Bar Association and other organizations. After two years of categorical federal funding, the program is now included in the new block grant legislation.

Law-Related Education and Teacher Centers

Inservice education is the single most prevalent element in law-related education programs. Some programs are already cooperating with teacher centers in their inservice activities. Others would be interested in a teacher-centered approach to inservice education and in reaching teachers served by centers. A directory of law-related education projects across the country may be ordered from:

The American Bar Association/YEFC
1155 East 60th Street
Chicago, Illinois 60637

OSSEO TEACHER CENTER

Marie Friederich
Marian Michael

Friday, February 12, 1982

"Education of the Handicapped"

The workshop addressed these questions:

How can teachers be trained to better accept handicapped students?

How can students better understand needs and concerns about fellow mainstreamed students?

The elementary and secondary coordinators from the Osseo Teacher Center described workshops that were held to enable students and teachers to experience a disability through a variety of simulated handicaps. Because of this experimental learning, they had a greater appreciation for handicapped persons. The participants were involved in activities which impeded vision, walking, hearing, and movement.

Teachers were trained to replicate this experience in their own classroom. Presentors discussed the planning, organization, presentation, implementation, materials, and follow-up of the program. A video-tape about the presentation was available.

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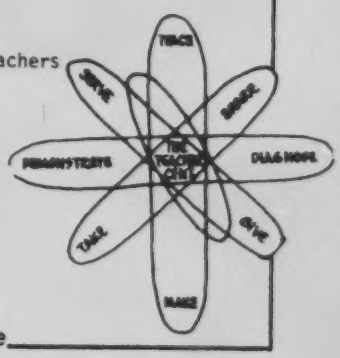

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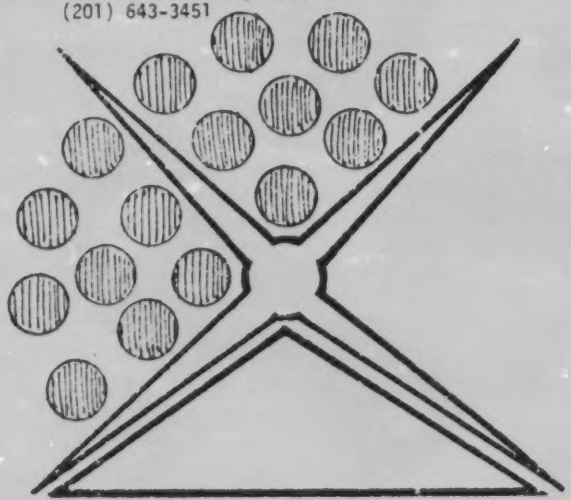

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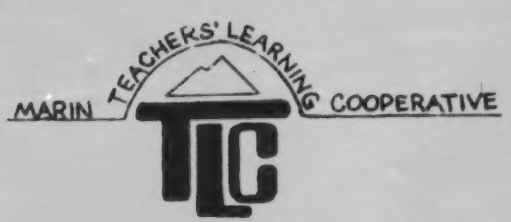

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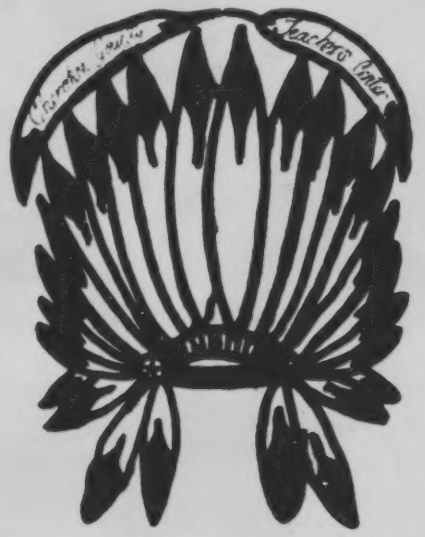

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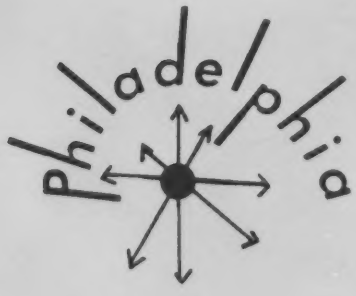

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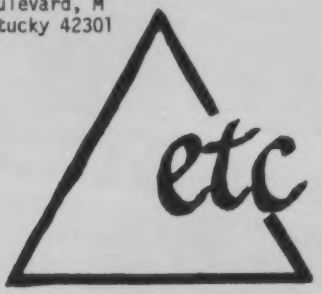

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